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WHITING STREET PRIMARY SCHOOL, NEW HAVEN.

[For ground plan and description, see page 179.]

SCHOOL RETURNS FOR 1839-40.

If these returns are not already filled up, we wish, whenever it can be conveniently done, that the number of volumes in the several Sunday School Libraries, in the town or society, should be added under the head of Lyceums or Library Associations. These libraries form a large portion of the moral and religious reading of the young, and constitute an important item in the means of popular education now enjoyed in the state.

We trust that school visitors will willingly and industriously co-operate with us in this work, not merely to comply with the requisitions of the law, but to spread out before the people of the state the actual condition of the common schools, with a view of improving this "long forgotten heritage of the many." We wish, too, that the Clerks would see that their returns are forwarded to the Comptroller, or to the Secretary of the Board, as soon as they are made; and if they are not made by the time specified, the last day of March, to inquire after them. It will require incessant labor for weeks, if not months, to get them ready for the Legislature in May.

Connected with the returns, we would again call the attention of school visitors to the requisitions of the law respecting the Annual Reports.

ANNUAL REPORTS OF SCHOOL VISITERS.

The school law as it now stands, provides for a regular system of supervision and accountability on the part of every officer intrusted with its administration. The district committee are requested to make out annual returns of the num-

ber of children of the proper school age, in order that the liberal provisions of the state for their education may be equitably distributed. The committee of the society must certify that the appropriations of the public funds have been legally applied in the several districts within their limits. The teacher is required to keep a register of the names, ages, parents, and attendance of each scholar in his school, not simply as an instrument of moral discipline in his school, but also as a record of the condition of the school always open for the inspection of parents and school committees. The visitors, or overseers of schools are called upon to lodge with the clerk of the society a written report of their own doings, and of the condition of the several schools within their supervision with the results of their observation and reflection. This will secure faithfulness on the part of the committee, and provide the material for a sound judgment in reference to future improvement on the part of the society. This committee are further required to make out an annual or semi-annual return of the condition of the several schools to the Board of Commissioners of common schools, in such form and at such times as the board may require. The Board of Commissioners are required to submit to the legislature annually, a Report of the condition of every common school in the state, and of the means of popular education generally, together with plans and suggestions for the improvement and better organization of the common schools. These reports together with the local information of the members of both houses will enable the legislature to frame and modify the school law so as to foster this time hallowed institution.

The importance of this system of supervision and accounta-

bility, resting where it should primarily on the popular subdivision of school districts and societies, and calculated to interest as widely as possible, the active interest of every parent, by bringing home the state of the school to each individual annually, and at all times through the registers of the teachers, to every parent who chooses to inquire at the school house, must, we think, be appreciated by every intelligent friend of the schools.

With this general view of the law, we now recall the attention of school visitors to the annual reports which they are required to submit to the school society. It was the intention of the framers of the law of May, 1838, that this report should cover the official year of the committee, and hence in a majority of cases where the annual meeting of the society for the choice of committee is held, this report would not be made till some time in the autumn. The clerk is required to read the report at any meeting held previous to April. We should esteem it a personal favor, and regard it besides as an invaluable service to the general object, if the visitors would make out a report of the condition of the winter schools still in session, or which will soon close, together with their views and modes of improving the common schools in winter and in summer. As evidence, these reports will carry deserved weight. They will contain the testimony and suggestions of men, whose intelligence and character in the eyes of their fellow townsmen secured their appointment, respecting schools which have been under their direct supervision, and measures of improvement and reform to meet evils now suffered, and difficulties and dangers recently encountered. We would especially call their attention to such subjects as formed the topics of our report to the Board last year, and may also be found in the extracts in the last number of the Journal, viz., the location, construction, internal arrangement and ventilation of school houses; the expediency of a gradation of schools, by the employment of well qualified female teachers for the younger children, and the formation of a union school for the older children of two or more adjoining districts; the best mode of ascertaining the qualifications of teachers, by a senatorial district, or a county board of examiners; the gain to districts in employing well qualified, instead of cheap teachers; the importance of paying more attention to the younger children, in respect to their teachers, and their employment, health and comfort in the school; the large amount of non-attendance in any school, public or private; the late and irregular attendance; the deficiency and diversity of school books; the neglect of the primary branches; the great variety of studies; the want of black boards, and other school apparatus; the mechanical character of instruction; the necessity of introducing more of oral teaching; the advantage of district or society school libraries for the older children; the origin and influence of private schools of the same grade as the common school on the latter; the best mode of apportioning the school money; the influence of the present mode of supporting the common schools; the improvements which have been made in the common schools; the best modes of supplying the schools with well qualified teachers; the advantage of teachers' associations; the annual meeting of the schools for examination, exhibition or appropriate addresses; occasional excursions of the scholars with their teacher in summer afternoons; the best mode of securing moral and religious education in common schools; the importance of parental visits to the schools, and the best mode of securing a vigorous and faithful inspection and superintendence of the schools in districts, societies and the state.

On these and other topics, the opinions of school visitors, gathered up from every section of the state, will carry with them great weight—altogether beyond the views of an individual who is necessarily familiar only with the more obvious features in the condition of the schools. We wish too that they would invite teachers and other intelligent friends of education who do not happen to be school committee men, to communicate their views on the best method of improving common schools. We have but one wish in this whole matter, and that is to ascertain and spread out before the board, and through them, before the legislature and the people of Connecticut, the exact condition and best means of improving those common schools which have been, and are still, her pride and her beauty, and which hold in their embrace her progressive advancement in every thing that it becomes a state to cherish and labor for.

We only add a request that all reports and communications (and in these we would include copies of reports made last year) should be forwarded to Hartford, as early as possible.

TOLLAND REPORT OF SCHOOL VISITERS FOR 1839.

The Committee soon after they were appointed, held a meeting to consult respecting the manner the interests of education as entrusted to them demanded they should act. The visitors present were of one opinion—that there ought to be a full and minute examination of those who proposed to teach, in the various branches of learning in which they were to instruct, and that no individual ought to receive their approbation to teach who could not sustain *well* such an examination.

It is believed that a practical adherence to this rule has been highly beneficial. The several schools have been twice visited. No one of the visitors visited all the schools, and hence the relative condition of the respective schools cannot well be ascertained. Yet, with some exception, it is believed by the visitors, that the schools have been in a better condition than usual. There are some faults of which the committee feel disposed to speak. The standard of spelling, in most of the schools, is far too low. Good spelling is an essential part of an education, and of such an education as the common school should furnish to every child. Correct spelling is one part of an education best fitting individuals to do business respectably and well. A child that cannot spell correctly at ten or twelve years of age, will not be likely to do much better at twenty, and will spell worse when a man. If the habit of spelling well is not acquired at an early age, in the common school, it is not often acquired anywhere, at any age. It should be a principle, carried into practice in every common school, that every child, if capable, *must* be taught to spell correctly.

In some of the schools, there has not been, in the opinion of the visitors, sufficient attendance to the manners of the scholars. One important object of education is the cultivation of the social and moral feelings. This object is greatly overlooked, where no proper pains are taken to form in children right and becoming manners and habits. And the many happy influences of education fail to be appreciated, if this object is lost sight of. The whole character and conduct are intimately connected with the social and moral habits and manners formed. The district school works with a mighty power in deciding what our children shall be in after life.—More knowledge of the best modes of teaching, on the part of the instructors, would have been greatly to the advantage of the schools.

There are three prominent wants in respect to our schools: teachers better qualified for their duties, a greater supply of books, and more suitable houses in which our youth may be instructed. For these the remedy is plain. Let the State, with its more than two millions of common school fund, establish teachers' seminaries, and see that books in some way are provided; and let those whose duty it is, take care to provide a pleasant and convenient home for the youth while in school. It is with considerable satisfaction the visitors contemplate the change, which has begun in the condition and prospects of

our schools. There has been a spirit of improvement operating on and in the schools during the past season, which it has been cheering to witness. There have been better specimens of reading and spelling, and of recitation in grammar and arithmetic, than in previous seasons. These are the results of increased attention to the interests of education, and of having teachers possessed of higher qualifications. In some instances which could be named, much praise is deserved. Yet but few teachers have acquired any considerable knowledge of the best methods of instruction, and of the intellectual and moral capabilities of their profession. And the reason is, teachers have been compelled to prepare themselves without the requisite advantages; and if some are better qualified to teach than their predecessors, it is owing more to themselves than to any helps afforded by the community which they serve. Teaching is a science as well as an art, and the best methods of teaching are conformed to the known laws and operations of mind. It is therefore evident that the individual who has knowledge of the best mode of teaching, and of the studies to be taught, combined with aptness to teach, and skill in government, will be the best teacher. Education itself in one point of view, is but a means to an end. The final object of teaching is not the cultivation of the mind nor the acquisition of knowledge, but the preparation of those taught, in the best manner, for the various and serious duties of life. Our common schools should be a system of moral and intellectual training, tending directly and effectually to this end. But in order that our common schools may produce results equal to the measure of usefulness of which they are capable, there must be greater desire for it on the part of parents, and all the friends of the well being of society. This desire must be so strong as to call forth legislative action, wise, liberal, and efficient, in adopting and fostering measures that shall tend to the desired results.—It must be so strong as to lead the community to co-operate in sustaining and carrying out fully the wise and benevolent designs of the Legislature. The State, in the capacity of rulers, and people, must feel the interests involved in making our common schools what they can be and should be—a great means of ministering in numerous ways to the good of the individual educated, and to the good of the great whole.

As a means of awakening this desire, and of producing right action, there must be, on the part of the community, more knowledge of what our common schools can and should be. On this point there is but the beginning of knowledge. We have all seen the common school;—but what is it compared with what it might be in its capacity for doing good? Very limited indeed. It is true, we have a system of common education which has been the means of good. We should be thankful for the good it has done, while we ought to look at its defects and make it better.

Compared with the systems of common schools in Prussia, Holland, and even France, our system is greatly defective. What is the condition of many of our school-houses? What have we done to encourage and help teachers to qualify themselves for their important duties? Some have made laudable exertions to fit themselves to serve us. But as yet, neither by public authority and liberality, nor by individual munificence, is there even one seminary on the map of our State to educate the common school teacher. Would we have our schools subserve the interests yet more of the scholars, and the welfare of society, and would we have our teachers understand better their profession, and the intellectual and moral training those need who are put under their care, we must do more for the education of the teachers themselves. They must have the right qualifications, intellectual and moral. If our children and youth are not so educated as to tend to make them intelligent, moral, and useful members of the community in which they dwell—the true and wise and philanthropic purpose of our common schools, is not attained. On this end, all should look with sincere and earnest desire, hoping for its accomplishment. As one means, under the favor of a wise Providence, for securing it, we close our report, by affirming, in our opinion, that the first great desideratum for the improvement of our common schools, is a teachers' seminary, both on the east and west side of Connecticut river, to supply competent instructors. Respectfully submitted,

By order of the Committee for examining teachers and visiting the schools in Tolland.

TOLLAND, 1839.

ABRAM MARSH, Chairman.

PUBLIC MEETINGS OF CHILDREN, TEACHERS AND PARENTS.

We have at different times recommended the convening of all the schools of a society or town, once or twice in the course of the year, for the purpose of an examination, exhibition or appropriate addresses, as should be deemed most expedient. We would commend this suggestion again to the consideration of parents, teachers, and the friends of the schools generally. If it should be too late to hold such meetings in reference to the winter schools, still let them be held and let the exercises be framed to give a higher and better impulse to the summer schools, which are so generally overlooked. Let them be made a happy meeting, for the children, and encouraging to the female teachers who are so soon to take charge of the district schools. They need something of this kind to sustain them amid the wearying, thankless, unpaid and unvisited labors of their responsible calling. We have heard of several meetings of this character, and have been obliged to decline invitations to be present. We are happy to find these suggestions confirmed and reiterated by Dr. Humphrey, in his "Thoughts on Education."

"Besides the examinations, which should be held at each school house in spring and autumn, when the winter and summer terms close, it appears to me very important, that as many of the schools as can conveniently meet in one place, should be brought together once in a year, for a more public exhibition. Reading, spelling, exercises in grammar and geography, and speaking, would always be appropriate, and would be highly interesting, at such exhibitions. They used to be common, thirty years ago, in that part of Connecticut with which I was best acquainted; and I believe they are, in some places, still. I should rejoice to see them introduced and tried every where. There may be difficulties in the way, or evils attending them, which I have not contemplated. But judging from my own experience, both as a scholar and teacher, there is no stimulus which you can apply to a school, which will operate so powerfully, and for so long a time, both upon parents and children, as the expectation of appearing at such an exhibition. I do not think it any exaggeration to say, that for the two preceding months, twice as much proficiency is often made, in the most important studies, as could ordinarily be secured without the stimulus. I have known a bridge rebuilt, after a great flood, and with much difficulty, by the proprietors of a school, early in March, because they would not have their children hindered from appearing with the other schools of the town at the public exhibition. Where such a spirit prevails in a district, you may be certain that the school is in a prosperous state, and it will prevail where such exhibitions are common and popular."

SUMMER SCHOOLS.

We would again call the attention of parents and district committees to the wisdom of making early and liberal provision for the summer schools, which will soon commence.—These schools are too much overlooked, all over the State.—The impression is, that anything will do for the summer school—any teacher will answer for small children. A more erroneous opinion could not prevail. The practice of neglecting the young mind, just when the most decisive marks will be set upon it, for good or for evil, should be reversed. We hope that mothers especially will wake up to this truth now, before another summer shall have witnessed their children crowded into hot, unshaded, dirty school-houses, seated on

slabs, without backs to lean against, and too high even for the older children who attended the winter schools, taught by cheap instead of well-qualified teachers, and in that process or mutual instruction which goes on with fearful certainty in every ungoverned and poorly taught school, returned at the close of the season, in a worse state than when it commenced. We could mention some appalling facts in this connection, but we prefer to give an extract from a communication which we lately received from a parent who is now awake to the importance of this subject. Are there not many hearts in Connecticut who can respond to these plain spoken sentiments?

"Dear Sir,—Believing that you are wishing to know the condition of every school in the State, I have concluded to communicate some facts respecting those in this village. I am sensible that there are other persons better qualified to perform the task than myself, but I fear their minds are so much taken up in other matters, that they will quite forget the schools." After giving the particulars of the schools last summer, the letter goes on to say:—"These schools were the means of bringing me to my senses. It is about four years and a half since I came to this village. I had from a child lived far from school, in a thinly settled district. I had three children, which I had sent one mile and a half to school. When I came here, I expected much advantage to my children by living near a school, and I thought, as a matter of course, that as it was in a village, it must be a good one. But I have found myself sadly mistaken. Instead of finding, as I expected, the village children far in advance of my own, I found a large majority in their rear, although they had been in school two or three times as much as my children of the same age. People have constantly complained of the poorness and bad management of the public schools. Many have abandoned them, and sought better opportunities for their children in private schools. Last summer capped the climax. There was a universal complaint, against every school, public and private. The fault was all laid upon the committee and teachers; but the fault did not rest there. It belonged principally to the people; and I will confess none were more guilty than myself. I was guilty of doing nothing, yes, just nothing. I did like the rest; I paid no attention to the schools. There was no regulation or order in the schools, or out of the schools. There was a vote taken in the spring, in the school meeting, that the committee should employ two female teachers to teach the public schools *as long as the public money would pay the teachers' wages and board, and that there should be no tax whatever for the summer school.* A school without a tax was just the thing that suited the ideas of many, myself among the rest. But may I be delivered forever from another worthless school, I care not how cheap it may be.

"The district, numbering over 200 children of the school age, has but one school house, with two rooms, and those not large enough to accommodate one half of the children, and withal every way uncomfortable. The committee employed two teachers, one for each room. The children went where their parents sent them, or suited themselves. As it happened, the teacher who took the smallest room, that was best calculated for the smallest children, was soon thought to be the best teacher of the two, and as there was no regulation made in regard to the division of the scholars, the consequence was, that over sixty, of all ages, crowded into that small room. Those who could not find room on the benches, sat or lay down on the floor.—The teacher was experienced, and did the best she could, under such circumstances. The other school had about twenty-five of the most unruly, or they soon became so; for I have since learned that the boys capered about during school hours on the benches, on all fours, and out and in the windows, just when they pleased. So it went on for about five months, and nobody paid any particular attention to it. I sent two little boys there, one nine and the other seven years of age. Although others who sent to the different schools, complained that their children learnt nothing, my little boys learnt fast, and it is with feelings of horror that I think what they learnt. They learnt in school to be disorderly, disobedient, and other branches of the same kind of knowledge, and they carried it out in practice at home, until I found it necessary to put them under the strictest discipline, to keep them in any kind of order. After having trouble enough of this sort, I began to search for the cause, and traced it back to the school. There I learnt the cause, and I think I shall not soon forget it. Then I began to arouse from my stupor; then my eyes began to open, and see multitudes of other children in the same predicament with mine. I saw the need of doing something forthwith to improve our schools. I was ignorant, and sought with deep interest for information from every source within my reach, and I found much in your valuable Journal."

FEMALE TEACHERS.

"He, it seems to me, is a dull observer, who is not convinced that they are equally qualified with the other sex, for the study of the magnificent creation around us, and equally entitled to the happiness to be derived from its pursuit; and still more blind is he, who has not learned that it was the intention of the Creator to commit to them a higher and greater portion of responsibility in the education of youth of both sexes. They are the natural guardians of the young. Their abstraction from the engrossing cares of life affords them leisure both to acquire and communicate knowledge. From them the young more willingly receive it, because the severity of discipline is relieved with greater tenderness and affection, while their more quick apprehension, enduring patience, expansive benevolence, higher purity, more delicate taste, and elevated moral feelings qualify them for excellence in all departments of learning, except perhaps the exact sciences. If this be true, how many a repulsive, bigoted, and indolent professor will, in the general improvement of education, be compelled to resign his claim, to modest, assiduous, and affectionate woman. And how many conceited pretenders who may wield the rod in our Common Schools, without the knowledge of human nature, requisite for its discreet exercise, too indolent to improve, and too proud to discharge their responsible duties, will be driven to seek subsistence elsewhere."

Gov. Sew. rd.

EDUCATION IN OTHER STATES CONTINUED.

MICHIGAN.

We have, on a former occasion, paid our humble tribute to the educational policy of this young State, but we cannot forbear in the review which we are now presenting of the condition and prospects of common school education in the United States, to call the attention of our readers to the efforts which have been made, and are still in progress in Michigan, to lay the broad and deep foundation of public instruction for the benefit of all her citizens.

The Constitution of the State embraces more liberal provisions for public instruction than any other in the Union.

It provides for the appointment of a "Superintendent of Public Instruction," by the Governor with the consent of the legislature. To this provision we are confident the state owes its present advance in the outward organization of a school system, and the prudent disposition and husbandry of her school funds, over other states of the west, which were in the outset as liberally endowed as herself. The great defect in most of the states has been, the want of state superintendence to preserve efficient, wholesome, and uniform action.

It provides that all lands which have been, or may hereafter be granted to the state for the support of schools and a university, shall be a perpetual fund, the interest of which shall be inviolably appropriated according to the purposes of the grant. The avails of all lands granted to the state by Congress, as it is estimated by the superintendent in one of his annual reports, will amount to upwards of six millions of dollars, of which sum five millions are consecrated to the support of common schools.

It provides that the legislature shall establish such a system of common schools, as shall cause at least one, to be supported and kept in each school district, at least three months in the year.

It provides that school libraries shall be established, one at least in each township, and sets apart the proceeds of certain fines, &c. for their support. This provision was altogether in advance of public opinion in the older sections of the country, but the importance of procuring good books for those who are taught to read, and thereby securing their further education after leaving school, is now beginning to be felt in New York and New England.

The constitution further provides the means for establishing a university with branches.

In pursuance of their noble provisions, the legislature at its annual session in 1837, enacted the laws necessary to the organization and administration of an educational system. We gave, in a former number, the outline of the system, as far as relates to common schools. The following abstract of the leading features of the system as far as re-

ates to the university and its branches, is from a very able article in the Democratic Review.

The University and its branches are placed under the direction of a board of regents, nominated by the Governor, and appointed with the advice of the Senate. The board consists of twelve members, exclusive of the Chancellor, Justices of the Supreme Court, and Governor, who are members by virtue of their offices. The University is to consist of three departments or faculties; one of literature, science, and the arts, one of medicine, and one of law. In the first department is established a professorship of ancient languages and literature, one of modern languages, one of rhetoric and oratory, one of intellectual philosophy, logic, and the philosophy of history; one of moral philosophy, natural theology, and the history of religions, one of political economy, one of mathematics, one of chemistry; one of geology and mineralogy; one of zoology and botany, one of fine arts, and one of civil engineering and architecture. In the faculty of law, a professorship of natural, international, and constitutional law; one of common and statute law and equity; one of commercial and maritime law. In the medical faculty, a professorship of anatomy, one of surgery, one of physiology and pathology, one of practice of physic, one of obstetrics and diseases of women and children. The regents are empowered, at the first organization of the University, so to arrange the professorships, and to appoint such a number only, as the wants of the institution may require, or its resources warrant.

The regents have power to prescribe laws for the government of the University, to appoint the professors, tutors, and ministerial officers, and remove them when they judge proper, and generally to exercise the corporate powers of the institution. It is their duty, together with the superintendent of public instruction, to establish such branches of the University in different parts of the State as may be authorized by the Legislature; and to establish all needful rules for their government. It is their duty to proceed to the erection of necessary buildings for the University, as soon as the state provides funds for the purpose; and to faithfully expend all moneys appropriated for the use of the University; and to make an annual report, to the board of visitors, on the condition of the University. The immediate government of the several departments is intrusted to their respective faculties; but the regents have power to regulate the course of instruction.

The initiation fee is in no case to exceed ten dollars, and the course of instruction, in all the departments, is to be open to all the inhabitants of the State without charge, under regulations to be established by the regents. Students from other States are to be admitted on such conditions as the regents may prescribe. The money accruing from the initiation and tuition fees, is to be applied to the repair of the University buildings, and the increase of the library.

Connected with each branch of the University, there is required to be an institution for the education of females, in the higher branches of knowledge a department especially appropriated to the education of teachers for the primary schools; a department of agriculture, with competent instructors in the theory of agriculture, including vegetable physiology, agricultural chemistry, and experimental and practical farming; and such other departments as the regents shall judge necessary to promote the public welfare; but no branch of the University shall have the right of conferring degrees.

The superintendent of public instruction is required to appoint annually, a board of visitors, to consist of five persons, whose duty it is to make a personal examination into the state of the University, in all its departments, and report the result to the superintendent, suggesting such improvements as they may deem important; which report the superintendent is required to lay before the legislature.

ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, FOR 1839.

We are indebted to the Hon. John D. Pierce for his Annual Report to the Legislature, from which we abridge the following sound views of education:

As there probably is some difference of opinion on the subject, it may be proper to consider at some length what is implied in a good education—in such an education as the primary schools ought to furnish.

A good education necessarily implies a knowledge of ourselves. The body is the dwelling place of the living rational agent.

Children should be early informed in regard to their bodily constitution. They ought to have a clear and correct knowledge imparted to them of what is necessary to its highest beauty, perfection, activity, vigor, and health. Much of their usefulness and enjoyment of life through coming years depend on the early attainment of this essential knowledge.

If a good education implies a knowledge of our bodily frame, how much more a knowledge of our rational nature. This nature is obviously three-fold, intellectual, moral and religious. It is in the highest degree important, and essential to our welfare as individuals, to have a correct knowledge of this intellectual, moral and religious nature. We ought as a people to know more of the powers and susceptibilities of the human mind—of its workings—of its relations; what it can and what it cannot achieve—when and under

what circumstances it can be most easily enlarged and improved. Such knowledge is essential to the instructor, and equally so to parents. Children should be early taught to turn their thoughts back upon themselves, for the purpose of observing the varied operations of their intellectual, moral and religious being.

It is highly important to know more of the relation between matter and mind, and how each is affected by this relation. If the brain is the chief instrument of mind in all its operations, then whatever may affect the brain must necessarily affect the mind. Both parents and teachers should fully understand and appreciate this law of our present existence. Without this knowledge a child in feeble health may be permanently injured, if not sent to an early grave.

It implies moreover, a knowledge of our country. Every child should know the geography of his native land—its boundaries, grand outlines and features—the relative position of its principal mountains and valleys, bays and harbors, lakes and rivers, and navigable waters. Destitute of this information, no person can read understandingly a common newspaper. It is equally important to know its political divisions—the number and relative position of the states—their capitals, chief towns, ports of entry, and principal commercial cities.

The institutions and laws of our country should be known. Every citizen should be acquainted with the government under which he lives, in its legislative, judicial and executive departments; and have a full understanding of the federal and state constitutions, which secures to every man his rights and liberties, civil, political and religious. The names and duties of public officers, the tenure of their respective offices. The same is true of public works. They are matters of general interest.

The history of our country is another branch of knowledge implied in a good education. It must be a burning shame to be ignorant of the history of one's own country—of such a history as ours—so full of novelty combined with instruction—so rich in incident, usefulness and entertainment—teaching by actual experiments, never before made, lessons of wisdom.

Something should also be known of the mineral, vegetable and animal kingdoms.

The principles of architecture and mechanism must not be forgotten.

In a republic like ours, every man needs to be acquainted with numbers. A knowledge of the first elements and rules of computation is essential. The ordinary trades, transactions and business of life requires it.

To this should be added a knowledge of book-keeping. With a commercial credit going people, accounts must be kept; and every person should know how to keep them.

As language is the instrument of thought, and medium of communication, a good education must carry along with it a knowledge of the proper construction, use and power of language.

Above all a knowledge of our relations, domestic and public, and consequent obligations and duties to each other, to our country and to God—is exceedingly important and desirable. Of things of this nature, no human being should be suffered to grow up in ignorance; and no one need be ignorant of them. Our schools should cover the whole ground and furnish the required information.

Here it may be proper to anticipate an objection. It may be said, if a good education implies what has been claimed for it, then it is useless for the children of tradesmen, farmers, mechanics, and other laborers, to think of obtaining it. This objection has sometimes been urged with confidence against the introduction of any branches into the primary schools, beyond the simplest rudiments.

With proper instruction, children may obtain a correct, though in some cases limited, knowledge of all the subjects mentioned before they are twenty years of age. In any event, many will do more than this. But it may be asked shall they be kept in school the year round till twenty? By no means. From four to six months in the year, under good teachers, is all sufficient. During the balance of their time, if properly directed, whether in the kitchen, dining-room or parlor, at home or abroad, in the field, workshop, mill or counting room, they will be constantly increasing in knowledge. And it may be added, that the knowledge thus obtained is an essential part of a good education. Experience teaches us that it is no necessary for young persons to spend all their time at books to become learned. The history of the greatest and best men in our country—of those who have attained the proudest eminence in literature, science and arts, makes it certain that high attainments and usefulness are not confined to those who have nothing to do in early life but go to school. Few of this class have ever been distinguished for any thing but idleness, extravagance and dissipation.

But how is a good education to be obtained? Public instruction must be based upon domestic teaching.

It is while at home, in the infancy of days, that children learn the names of a multitude of objects.

Here we have the first elements of language, and the first and most essential principles of knowledge, acquired before the child

[*Ed. Com. School Journal.*

ESTIMATED EXPENSES OF COMMON SCHOOLS IN 1839.

In order to ascertain the actual expense of maintaining the common schools, the following estimated amounts should be added, the expenditures for the wages of teachers, viz., \$895,889 10

1. Interest on money invested in school houses, ... \$121,524 00
which is obtained by allowing \$200 as the average cost of a school house, that is, one for each of the 10,127 reporting districts, which gives a principal of \$2,025,400, which at 6 per cent. produces the amount stated.
2. Annual expense of books, slates and stationery, for 557,229 scholars, at \$1 each, 557,229 00
3. Fuel for 10,127 school houses, at \$10 each, 101,270 00
4. Fees of collectors on the amount raised, by tax, \$244,685 85, 6,117 14
5. Fees for collecting rate bills, \$521,477.49, at 5 per cent., the sum allowed by law, 26,073 85
6. Repairs of school houses, \$5 for each, 50,625 00
7. Compensation to Commissioners of Common Schools, who are allowed \$1 for each day, 3 commissioners for each of the 823 towns, exclusive of cities, and allowing 5 days' service during the year to each, 12,345 00
8. Compensation voted to inspectors of common schools in the several towns, 11,000 00

And the total annual expense of maintaining the common schools of the State in 1838, was at least \$1,762,013 91

Dividing the above sum by 557,229, the number of children who attended school, gives an average of \$3.20 as the cost of instruction for each child.

CAPITAL OF THE SCHOOL FUND.

1. Unproductive property in unsold public lands estimated at \$190,809 75
2. Productive capital, consisting of bonds, stocks and money, \$1,932,421 99
- Residue of unappropriated income of U. S. Deposit Fund, 45,647.64
- Portion of U. S. Deposit Fund appropriated to common schools and school libraries, 2,750,000 00
- Total of present productive capital, \$4,738,069 63
- Adding the annual residue of the unappropriated income of the U. S. Deposit Fund, and the avails of unsold land, give, in five years, \$5,000,000 00

The Superintendent doubts whether this capital needs any further provision for its enlargement. While public beneficence is bestowed in such a degree as to stimulate individual enterprise it performs its proper office. When it exceeds that limit, it tempts to reliance upon its aid, and necessarily relaxes the exertions of those who receive it. The spirit of our institutions is hostile to such dependence; it requires that the citizens should exercise a constant vigilance over their own institutions as the surest means of preserving them. A direct pecuniary contribution to the maintenance of schools identifies them with the feelings of the people, and secures their faithful and economical management. A reference to the condition of the free schools and other institutions of learning in England, which have been overloaded by endowments, will exhibit not only the jobbing speculation which has perverted them from the noble objects for which they were designed, but will show that where the government and wealthy individuals have contributed the most, the people have done the least, either in money or effort; and that, instead of being nurseries of instruction for the whole, they have been almost exclusively appropriated to the benefit of the few. The consequence has been that, while some most accomplished scholars have been produced, the education of the mass has been neglected. These schools were not of the people; they did not establish them, nor did they contribute to their support; and of course they regarded them as things in which they had little or no interest.

In the State of Connecticut, the large endowment of the public schools produced lassitude and neglect, and in many instances the funds were perverted to other purposes to such an extent that an entire change in the system became necessary. Free schools partake so much of the nature of charitable institutions, that those who can possibly afford to educate their children at select schools, will do so in preference to sending them to the district schools for gratuitous instruction; and thus a practical distinction would be created between the children of the republic, hostile to the spirit of our government, and inimical to those just feelings of equality among all our citizens which constitute genuine republicanism. In the cities, where there are large numbers who would not be instructed at all if free schools were not provided, the evil must be encountered, as being less in degree than that of total ignorance. But in the country

districts such destitution rarely exists, and when it does, provision is made by law for gratuitous instruction in each particular case.

ESTIMATED EXPENDITURES FOR 1839.

- The revenue from the Common School Fund, \$110,000 00
The annual sum appropriated out of the income of the United States Deposit Fund, 165,000 00
\$275,000 00
- An equal sum to be raised by the supervisors of the counties, 275,000 00
Amount rising out of local funds, special statutes, and voluntary tax, 125,633 68
Estimated amount paid by individuals for teachers' wages, 550,000 00
Estimated expense for fuel, books, rent of school houses, &c., 875,182 00
- Making the total expenditure for 1839, \$2,100,813 68

PROGRESS OF THE NEW YORK COMMON SCHOOL SYSTEM.

By an act passed 9th April, 1795, twenty thousand pounds, (equal to fifty thousand dollars,) was appropriated annually for five years, "for the encouragement of schools." * * * There were distributed under the act, during the time limited by it, the sum of \$149,250 00.

On the 2d of April, 1805, an act was passed, "to raise a fund for the encouragement of common schools," which appropriated 500,000 acres of the public lands, which should be first sold by the Surveyor General, as a permanent fund for that purpose. The Comptroller was to loan the principal and accruing interest, until the whole interest should amount to \$50,000 annually, after which the interest was to be distributed, and applied to the support of common schools, in such manner as the Legislature should direct.

This was the commencement of our present Common School Fund.

On the 6th of April, 1810, an act was passed providing salaries for the clerks of the supreme court, and directing that the surplus of the fees received by them, after paying salaries and expenses, should be appropriated to the Common School Fund. * * * \$77,474.96 was ultimately realized under the operation of the act.

Commissioners were appointed in 1811, who made a report on the 14th February, 1812, accompanied by a bill.

The first law which passed in this State, providing a system of common school instruction, was the act of 19th June, 1812, "for the establishment of common schools," by which the appointment of a Superintendent was authorized, and a system organized. The public money was to be distributed to such towns only as voluntarily agreed to raise an equal amount by tax. By chap. 192, of laws of 1814, this feature was changed, and the supervisors were directed to raise, by tax on the several towns, a sum equal to that distributed to them respectively.

Under the act of 1812, a Superintendent was appointed, whose first report was made to the Legislature in 1814, and which contained no returns, but merely informed the Legislature of the measures that had been taken. In 1815 another report was made, in which the Superintendent regrets his inability to furnish any information of the operation of the system that would be sufficiently complete to be useful.

The first report containing any returns from the towns and districts was made in 1816. From that time to the present, copious reports have been annually made. From these reports and those of the Comptroller, two comparative tables have been constructed, which will exhibit the whole history of the results of our system of education, and of the means applied by law to maintain it.

From these tables it will be seen that in 1815 the whole number of children instructed was 140,106, while in 1838 the number was 557,229; a striking and conclusive fact of the success of the system, which should stimulate to still greater efforts for its improvement, and should dispel forever and at once all doubts of its efficacy.

We give the results of these tables for four years, adding one item to each respecting teachers.

Relative condition of schools in	1815.	1830.	1835.	1838.
Whole number of Districts, in towns from which reports were made,	2,755	9,063	10,139	10,583
No. of Districts from which returns were received,	2,631	8,631	9,676	9,830
No. of children taught in said districts,	140,106	499,424	541,401	528,913
Whole number of children between 5 and 16,	176,449	457,503	540,285	539,747
Number in Teachers' Department,			103	374

Financial	of the Schools in 1815.	1830.	1835.	1838.
	dolls. cts.	dolls. cts.	dolls. cts.	dolls. cts.
Capital of Common School Fund,	\$61,457 80	1,061,081 24	1,791,321 77	1,919,647 68
Annual income of,	57,539 88	100,618 48	134,005 40	102,994 00
Sum paid from State Treasury,	46,308 00	100,000 00	100,000 00	113,793 00
Amount received by Districts, including the county tax,	64,834 88	244,908 25	313,376 91	374,411 61
Amount paid by individuals beyond the public money,		374,001 54	425,560 86	521,477 49
Rate of teachers' wages per month,		\$11 85	\$12 00	\$16 50

THE DEPARTMENTS FOR THE INSTRUCTION OF TEACHERS OF COMMON SCHOOLS.

There are two classes of these departments in various academies of the State. One class consists of those established by the Regents of the University by virtue of chap. 140, of the laws of 1834. There are eight academies, the trustees of which have agreed to establish departments for the instruction of teachers of common schools, in consideration of receiving from the Regents four hundred dollars, a sum supposed to be equal to the expense of such departments.

By the 9th section of the "Act to appropriate the income of the United States Deposit Fund to the purposes of education and the diffusion of knowledge," passed April 17, 1838, it is made the duty of the Regents of the University to require of every academy receiving a distributive share of public money equal to seven hundred dollars per annum, to establish and maintain in such academy, a department for the instruction of common school teachers. Under this provision the regents have required eight academies to establish such departments.

The following is the condition of the departments in eleven of these academies as exhibited in their reports:

Number of students belonging to the Teachers' Departments,	498
Number connected for a period not exceeding one quarter,	211
Exceeding one but not two do.	188
Exceeding two but not three do.	86
Three but not four do.	81
Four quarters,	28
Annual expense of the Departments,	\$4,522 50

Upon the whole, the establishment of these departments has had a favorable influence upon the character and qualifications of teachers. The standard has been raised, the demand for competent teachers has increased, and the supply has been materially augmented. It should be made the interest of those who intend to be teachers, to avail themselves of these departments. This could be effected by a legislative provision, declaring that a certificate of qualification given by the trustees of the academy under their seal, should constitute the person receiving it, a qualified teacher in the common schools of the State, without any further certificate from the inspectors of a town; but that the latter might annul such certificate for conduct affecting the moral character of the individual holding it, subject to the usual right of appeal to the Superintendent. The certificate from these academies would confer upon the holder decided advantages in procuring employment, and would thus have a great tendency to induce the persons engaged in the honorable and important duties of teachers, to make that business a profession. Others would emulate the attainments of those who received steady employment, and just compensation and a higher standard of qualification would be introduced. In order to render these departments more useful, a regulation will be introduced by the Superintendent making it an indispensable part of the system, that the persons instructed shall be required to practice teaching in the presence and under the direction of the preceptor of the academy.

These reports generally exhibit an increase in the supply of teachers, and represent the demand for them as continually augmenting. Believing that with the improvements that can be made in these departments, they can be rendered more efficient in furnishing teachers of common schools of the proper grade, than in any other mode which has yet been suggested, the Superintendent concurs in the recommendation of his predecessor, to authorize the establishment of eight in addition to the present number, that are endowed specially for that purpose, and to increase the allowance to each to the sum of five hundred dollars, to be applied exclusively to the support of the department. The present allowance is \$400, which is paid to eight academies. The increase recommended would amount to \$4,800, which can be spared without inconvenience from the annual surplus of the United States Deposit Fund, estimated, as before mentioned, at \$51,370.13. This surplus is now directed to be applied to increase the pecuniary capital of the common schools. The application of the amount as above suggested, to the education of teachers, would increase the intellectual capital, and improve the condition of the schools more effectually, than the distribution of money to deficient teachers.

SCHOOL DISTRICT LIBRARIES.

The glorious law of 1837, and which in the course of five years will secure the appropriation of more than six hundred thousand dollars to the purchase of books for district libraries, and it is calculated will within that time, disseminate more than one million of volumes through more than ten thousand school districts, and thereby bring the blessings and advantages of knowledge to every family, however humble, in the State, did not commence its mission of civilization and patriotism until 1839. The Report says—

The returns show that 2,750 volumes have been purchased in 22 towns. As it was not obligatory on the districts to report their libraries in 1838, these returns are not to be relied on as exhibiting the actual number of books procured in that year.

Several thousand libraries have been procured during the year 1839, by means of the fund distributed for that purpose, with the addition in numerous instances of money raised by voluntary tax. The returns of these would not ordinarily reach the Superintendent until the month of September next. But in order to obtain the means of laying before the Legislature at its present session, information respecting the operation of the system now in force, reports have been directed of the measures taken by the school districts under the law requiring them to expend the "library money" received during the year 1839, which returns will form the subject of a separate report.

NUMBER OF CHILDREN UNEDUCATED.

There cannot be any more important subject of inquiry, than that of ascertaining the number of children who are not instructed at all. Some remarks have already been made, to show how fallacious are the returns for the whole number of children in the state between 5 and 16 years of age. Until this is ascertained, we can make no progress in determining the number who are without instruction. If we possessed that number accurately, it would then be necessary to know how many children are educated at private schools, boarding schools, academies and high schools. Among the instructions given to the visitors of common schools, appointed under the act of the last session, they were particularly directed to collect information on these subjects. Their reports will be received, it is hoped, in the course of the present month. The results will be submitted to the Legislature, with such suggestions as may appear to be warranted by them.

CHILDREN OF LABORERS ON PUBLIC WORKS.

The situation of the children of laborers on our public works, demands consideration. The existing laws recognize inhabitants of districts, only, as entitled to a full participation in the benefits of the common schools. Many of the laborers are temporarily employed, and are not considered inhabitants. Others, who expect to remain for years at a given place, purchase or hire tenements, and become legally inhabitants. To reckon all the children of these as belonging to a school district, when they do not in fact attend the schools, operates injuriously to the other districts; and yet, in many cases children who are thus returned as belonging to a district, are prevented from attending its school by inability to procure books, or to appear in what their parents deem a proper dress, or from their unwillingness to be instructed by teachers of a different faith. The most effectual remedy which occurs to the Superintendent, is to allow persons thus situated to organize themselves into a school society, choose their own trustees, make their reports to the commissioners of the town, and receive a share of the public money in proportion to the number of pupils, between 5 and 16 years of age, who shall have been instructed at least four months by a qualified teacher. It may be unjust to the towns to direct such share, to be paid out of the town funds, as the collection of the persons to be benefitted is rather accidental and temporary than permanent. Provision might be made for the payment, out of the surplus income which now goes to increase the capital of the School Fund.

COMMON SCHOOL JOURNAL.

There are no means of diffusing information to the school districts, of the alterations in the laws or regulations, or of directions upon questions of great practical importance, but through the ordinary newspapers, or by circulars transmitted from this office. The expenses of printing and postage, on these circulars, is great, and they often fail to reach the persons interested. In Massachusetts, Connecticut and Michigan, there are journals devoted exclusively to the promotion of common school education. They are conducted under the superintendence of the officers charged with that subject, and are made the organs of communicating to the subordinate officers, to teachers, and to the inhabitants of districts, the various information so necessary to the correct discharge of their duties, and to prevent disputes and litigation. They contain, also, valuable es-

says upon reforms and improvements of the system, and discussions on various topics connected with education, calculated to awaken attention to the subject, and produce a more active and vigorous spirit in forwarding the cause. There can be no doubt that a similar journal in this state might be made eminently useful in the same way, and it would certainly relieve this department from a very severe labor—that of answering inquiries as to the duties of officers, and resolving doubts and difficulties. Although the time of the Superintendent could not be spared to provide essays or selections for its columns to any great extent, yet a general superintendence could be exercised, and with the aid of a competent editor, it may be made most efficient. Such an editor can be obtained; and if the Legislature authorize the Superintendent to subscribe for copies sufficient for all the school districts of the State, and for each board of town commissioners, at an expense not exceeding \$2,800, there is reason to believe the attempt will be immediately made to publish a monthly journal of the character described. In the opinion of the Superintendent, the necessary sum may be applied from the surplus income of the United States Deposit Fund, without inconvenience; and its application to such a purpose will contribute, in his judgment, to an improved administration of our common school system.

NEW JERSEY.—EXTRACTS FROM GOV. PENNINGTON'S ANNUAL MESSAGE.

You may expect a report from the Trustees of the School Fund during your session. The subject of common school education is a all times entitled to your highest consideration. It can never fail to interest us all, intimately connected as it is with the intelligence and virtue of the people, on which all our institutions securely stand. I invite your attention to an improvement in our system suggested in the last report of the Trustees of the School Fund, that some mode should be adopted for educating teachers, and qualifying them for the discharge of their responsible duties. It is decidedly better to have no school in a district, than to have one under the government of an illiterate or immoral teacher.

ABSTRACT OF SCHOOL RETURNS FOR 1839.

Whole number of townships in the State,	129
Number of townships returned,	89
Whole number of districts in townships returned,	942
Number of districts returned,	835
Whole number of children between ages of 5 and 16 in districts,	64,411
Number of children at schools,	33,954
Average length of school in months,	8
Amount appropriated from School Fund to townships returned,	\$17,600
Amount raised by tax in townships returned,	\$26,339
Average sum paid by each scholar,	\$2

MASSACHUSETTS.

Third Annual Report of the Board of Education, together with the third Annual Report of the Secretary of the Board.

We are indebted to the Hon. Horace Mann, for copies of these valuable reports. We shall copy such parts of them as throw light on the condition of education in Massachusetts, or seem to be applicable to our own circumstances.

SCHOOL CONVENTIONS.

The conventions directed by law to be attended by the Secretary of the Board, in each county of the Commonwealth, have been duly held. The presence of teachers, of the members of school committees, and of the friends of education generally, at these meetings, is, of course, voluntary, and must, therefore, vary with circumstances. At several of the conventions, there has been a gratifying attendance. Discussions on important subjects connected with education, have been had at these meetings. Among the most prominent subjects considered, have been the education of children in factories; and the supply of books well adapted to the wants of the people generally, and especially of the young. These discussions have, in many cases, been sustained in a manner which evinces deep interest in the subjects considered. At the several county conventions, addresses were delivered by the Secretary of the Board, on the necessity of education, as a preparation for all the great personal and social duties. It is believed that, by the various exercises of these meetings, an increase of zeal has been produced, in that part of the community to which we must most directly look for the improvement of the schools.

The influence proceeding from those conventions, is regarded as one of the most important instruments which can be employed, for raising the standard of common school education. The great majority of

the people unquestionably entertain proper feelings on the subject.—They prize education as they ought, and wish their children to enjoy its advantages. Where the condition of the common schools is bad, and manifestly inadequate to the due preparation of the young for the duties of life, (as far as that preparation is to be acquired at places of education,) it may be presumed to result, in most cases, from ignorance of what has been accomplished in other parts of the commonwealth, and might be effected in all, by proper exertions on the part of those to whom this important trust is confided by law. Inasmuch as zeal on this subject is almost sure to follow in the train of intelligence, the Board know of no agency which can more safely be relied upon to awaken and sustain the proper interest, than public meetings in every part of the commonwealth, at which the friends and conductors of education may have the opportunity of communicating to each other and the public, the results of their experience and observations. Such assemblies are entirely in accordance with the character of our political institutions, which aim to effect the great objects of human society, as far as possible, by the voluntary action of the people; and which look to the government only for such measure of aid and organization as is needed to call into the highest action the enlightened sense of the community. It is confidently believed that the manner in which the county conventions have been attended, the character of the addresses, discussions and proceedings, and the influences they have been calculated to exercise, are such and such only as were desired and intended by the Legislature, in passing the law which makes it the duty of the Secretary to be present. No sectarian or party interest has, in any single case, been manifested; and those attending the meetings have come together as on ground common to every good citizen. It may be regarded as by no means one of the least beneficial results of holding these conventions, that they unite in an object of permanent and sacred interest, all those who, however alienated from each other in reference to other topics of public concernment, take a lively and a common interest in the welfare of the rising generation.

NORMAL SCHOOLS AT BARRE AND LEXINGTON.*

In the course of the past year, the normal schools or seminaries for the qualification of teachers, at Lexington and Barre, have gone into operation. The Board refer to their last annual report, for the detail of the steps taken in the location of these institutions. As it was very important to secure the highest attainable degree of qualification, in the immediate superintendence of these schools, much time was unavoidably required for the selection and appointment of instructors. The arrangements for the school at Lexington were first completed by the choice of Mr. Cyrus Pierce, who, at the time of his election, was engaged with uncommon success, as principal of the public school at Nantucket. The Normal school at Lexington, it will be recollected, was exclusively designed for females, and as it went into operation at a season of the year, (the month of July,) when female teachers are generally under engagement in schools, the attendance the first term, was not large. This circumstance, however, was the less to be regretted, as it enabled the principal of the school to proceed in its organization with the caution desirable in an institution of a novel character in this country. After a vacation of two weeks, the second term commenced about the middle of October, with a considerably increased attendance. The present number of pupils is twenty-one. At the same time, a model school connected with the institution, was put into operation. This is a school attended by thirty pupils of both sexes, between the ages of six and ten years, gathered from the several school districts in the town. This school is under the general superintendence of the principal of the Normal school, but is taught by the pupils of that institution. It is visited every day by the pupils, as a listener and observer, and occasion for remark is taken, on the manner in which the duty of instruction is performed, by the pupils of the Normal school. Occasionally, the principal instructs the model school, in the presence of all the pupils of the Normal school, who consequently have the benefit of his example.—The establishment of the model school is understood to have been very favorably viewed by the community, and a much larger number of children could have been obtained for it, had it been practicable to receive more to advantage.

The Normal school at Barre, went into operation on the fourth of September, under the superintendence of Mr. S. P. Newman, who had for many years filled with reputation the office of a professor in Bowdoin college, in the State of Maine. The school at Barre, for reasons intimated in the last annual report, was opened for males and females, and thirty-nine pupils attended during the term. The resort was so great that it was found necessary to employ an assistant teacher; but as the schools kept for females are generally opened in the spring, and as the larger part of the pupils are of that sex, it is presumed that a reduction of numbers will take place at the third term.

It is supposed that a main cause why the resort of pupils at Barre, has been greater than at Lexington, is to be found in the circumstances, that both sexes have been admitted at Barre, and females only at Lexington; and that pupils have been received for a single term at

* We have recently visited the Normal School at Lexington, and have no hesitation in pronouncing it one of the best schools we ever saw. We propose to speak of our visit in a subsequent number of the Journal.

the former place and not at the latter. The course pursued on the first point, as was explained in the Report of the Board the last year, has been in conformity with what was understood to be the public preference in the two places. The same reason existed for permitting a shorter term at Barre, united with a wish to ascertain, by the practical operation of the two plans, which will be entitled to preference, as the permanent rule. The Board is strongly inclined to the opinion, that a year, at least, should be passed at the Normal schools by each pupil; but it may be found, on trial, that the advantages of a shorter term are sufficient to outweigh the obvious objections to it.—A model school has not yet been organized at Barre; but it is proposed to connect one with the Normal school, as soon as the requisite arrangements for that purpose can be effected.

The Board express themselves with entire approbation of the institutions at Lexington and Barre, with respect both to the fidelity with which instruction has been dispensed, and the disposition and capacity of the greater portion of the pupils. They feel that a degree of success of the most gratifying character, has been realized in both institutions. At an expense to the Commonwealth of less than \$1,000, for the past year, two seminaries for the qualification of teachers have been organized in commodious buildings, with adequate libraries and apparatus, and under the superintendence of experienced and distinguished instructors. The combination of circumstances which has produced so desirable a result, by the application of so moderate a sum from the treasury, must be considered as an event peculiarly auspicious to the cause of education.

OBJECTS AIMED AT IN THE NORMAL SCHOOLS.

The instructions given in the Normal schools, have, under the regulations adopted by the Board, been directed to the two great objects of an institution for the qualification of teachers, viz., 1st, to impart to the pupils a more correct and thorough knowledge of the various branches required by law to be taught in our schools, and 2d, to teach the principles of communicating instruction, both in theory and in practice, at a model school, to be connected with the main institution.

The importance of these two branches of instruction, and their connexion with each other, in a seminary for the qualification of teachers, is too obvious to require an elaborate explanation. Few persons who have been called to the performance of the duty of a member of a school committee, can have failed to observe, that of those who offer themselves as teachers, a large number are destitute of an accurate and thorough acquaintance with the various branches of knowledge required by law to be taught in the schools. They neither read nor write well, are deficient in the science of numbers; and have an imperfect knowledge of the grammar of our language; but they have a foundation in all these branches. It is not to be expected that a majority of the district school teachers in the State can afford the time for a very long and thorough revision of the branches of knowledge which they are required to teach. But it is nevertheless true, that much may be learned, even in a short time passed with that particular object in view, in an institution expressly devoted to that object, and at an age when the mind has attained some degree of maturity, and the moral motives to diligence are powerfully felt. There can be no doubt, it is believed, in the mind of any person practically acquainted with the subject, that if, of two persons of equal capacity, possessing beforehand the usual average proficiency in the branches to be taught, one should immediately take charge of a school, without any previous preparation, and the other should devote even so short a period as three months, to a diligent review of all those branches, a review to be made under the direction and with the aid of an accomplished and faithful instructor,—the advantage would be greatly on the side of the last, in commencing his duties as a teacher.

But the art of instruction, that is, of communicating knowledge to the youthful mind, and aiding and encouraging its own efforts; the art of governing a school, or rather of so forming and influencing it as to supersede the necessity of that mixture of harsh discipline and capricious indulgence which is called government, is also one of great difficulty and importance. It has its principles, which lie deep in the philosophy of our nature. Some of the best talent in several countries for the last generation, has been employed in elucidating these principles. To comprehend them thoroughly, and with the ability to apply them practically, is the endowment of a gifted few. A thoroughly accomplished teacher is as rarely to be met with, as an individual of the highest merit in any of the professions or other most responsible callings in life. If these considerations, in one view of the subject, should lead us to despair of furnishing many of our schools with teachers of this description, they should lead us directly to the conclusion, that for the practice of such an art some specific preparation is far better than none. The preparation may be inadequate, but nothing is so bad as wholly to want preparation. Of two individuals, otherwise equally well qualified, and proposing to engage in the business of teaching school, if one should enter upon his duties without any special instruction in them, and no guide but his own judgment, and the recollections of his own experience at school, (possibly an indifferent school,) while the other should pass, even so short a period as three months, in an institution exclusively for the qualification of teachers, where he should be carefully instructed in the principles of teaching and governing a school, can there be a doubt that the latter would be in a condition to give by far the greatest aid and encouragement to his pupils?

These strong and obvious considerations, have, in other countries, led to the adoption of Normal schools, as a part of the regular system of public instruction; and it would seem that they are as decisive of the question of the utility of such institutions in America as in Europe. They are the considerations, it is presumed, which led the Legislature promptly to engage in the experiment now in progress, and on which the attention of the friends of education throughout the country is anxiously fixed. The board ask permission, in closing this part of their report, to quote the words of one of the most distinguished philosophers of the age, on this subject. "We need an institution for the formation of better teachers; and until this step is taken we can make no important progress. The most crying want in this Commonwealth, is the want of accomplished teachers. We boast of our schools; but our schools do comparatively little, for want of educated instructors. Without good teaching, a school is but a name; an institution for training men to train the young, would be a fountain of living waters, sending forth streams to refresh present and future ages."

The Board beg leave to submit to the Legislature the expediency, in order to the further encouragement of the formation of school libraries, of allowing to the several school districts, out of the income of the school fund, a sum equal to that which may be appropriated by the district, not exceeding ten dollars per annum to any district, the whole to be expended at the discretion of the School Committee. A similar measure, it is understood, has been adopted in New York, and with the best effect.

'THE SCHOOL LIBRARY' OF MARSH, CAPEN, LYON & WEBB.

In the course of the year, ten volumes have been published by Messrs. Marsh, Capen, Lyon and Webb, under the sanction of the Board, being the first ten of a series, to be issued under the name of the "School Library." Other volumes will follow, as rapidly as they can pass through the press. In giving their joint sanction to the volumes thus published, nothing was further from the intentions of the Board, than to attempt any control over the free choice of the committees employed to purchase books, for the district libraries. But it is well known to all who have turned their thoughts to this subject, that an ample supply of instructive books, in the various departments of useful knowledge, does not exist throughout the community.

The Board believe, also, that the inspection of the volumes already published, and of the titles of those proposed, (a list of which is subjoined,) will effectually remove all apprehension which may have been felt, that the sanction by the Board, of books suitable for a school library, might have a sinister effect, either positive or negative, in reference to religious instruction.

The attention of the Legislature, of the friends of education, and the public generally, is invited to these volumes, which may serve as a fair specimen of the whole. It will be seen, that they are recommended, in the first place, by great neatness of execution, and by being afforded at a price, which, considering the style of the typography, must be considered very reasonable. The Board attach some importance to these circumstances, believing that the formation of a taste for reading in the community depends, to a considerable degree, on a supply of books at a moderate price, which are correctly printed, and can be read with ease. Could the distaste for books sometimes manifested by young persons, whose character is not formed, be traced to its source, it might no doubt, in many cases, be found in the repulsive exterior, obscure type, unsightly paper, and incorrect printing of the few books within their reach. The books recommended by the board, without any pretensions to typographical luxury, are free from all these objections.

With respect to the more important point of the subjects of the books, it is believed, they are without exception, such as a Christian parent would approve. It has not been possible to proceed on a systematic plan, in giving, in the first ten volumes, a proportionate share to every branch of knowledge. Still, there will be found to be a due degree of variety in their contents. The *Natural Theology*, of Paley, with the illustrations and supplements of Sir Charles Bell and Lord Brougham, and the notes of Dr. Elisha Bartlett, by whom the present edition is prepared, is contained in two of the volumes. Nothing need be said in commendation of this great work, in which the fundamental truths of natural religion are placed on a basis which can never be shaken, and set forth with a beauty and variety of illustration never surpassed. An *Abridgment of Mr. Irving's Life of Columbus* has been prepared for this series, by its distinguished author, and is contained in another of the volumes already published.—Three volumes selected from *Spark's Library of American Biography*, contain the lives of many of the most distinguished statesmen and heroes of our country. Four volumes of the *Sacred Philosophy of the Seasons*, by Dr. Henry Duncan, of Scotland, have been prepared for the School Library, by the Rev. Dr. Greenwood, and will be found to contain the most interesting and instructive views of almost all the phenomena of the natural world.

COMMON SCHOOLS AND COLLEGES.

In conclusion, they would invoke the continued attention of the Legislature to the great interests of that Common School education, which, as far as human means go, is the foundation of our prosperity

Rev. Dr. Channing.

as a people. It is not intended to utter any sentiment unfriendly to our higher seminaries of education. But without instituting any invidious comparison between the different classes of institutions for education; and firmly believing that the colleges and schools are the best friends of each other, and prosper most where they prosper together; the Board would still respectfully submit the opinion, that the improvement of the Common Schools is emphatically, and in the first instance, the concern of the people. They are intended for the children of the whole community, while comparatively a small number receive a college education. The elementary school must be placed at the door of the individual citizen, or at least in the centre of the village, or many of those for whom it is intended, will fail to enjoy its benefits. While it is also desirable that the means of a collegiate education should be as widely diffused as is possible, without lowering its standard, it must, of necessity, in almost all cases, be sought at some distance from home, and if not found in one place, it may be obtained at another. For this reason, the state of the higher seminaries of learning, does not of necessity determine the character of a community, even in reference to those branches of education for which they are provided. Not so with the common schools. Their condition is an infallible index of that of the community. Never was there a prosperous, virtuous, intelligent people, where the schools were in a languishing condition.—They furnish the keys of knowledge to the mass of the people. They are the only avenue by which the majority of the rising generation are able, as they grow up, to make their way into life, prepared to discharge its duties and fulfil its relations with ease and credit to themselves, and with advantage to society.

MR. MANN'S THIRD ANNUAL REPORT.

PROSPECTS OF COMMON SCHOOLS.

I feel fully justified in affirming, that the prospects of the rising generation are daily growing brighter, by means of the increasing light which is shed upon them from our common schools. I refer here, more particularly, to such proofs, as are hardly susceptible of being condensed into statistical tables, or even of being presented as isolated facts; these speak for themselves. But I refer to such indications of returning health, as prove to the watchful attendant that the crisis of the malady has passed. Stronger feelings and firmer convictions of the importance of our common schools, are taking possession of the public mind, and where they have not yet manifested themselves in any outward and visible improvement, they are silently and gradually working to that end.

In Greenfield, the shire town of Franklin county, containing a population of nearly two thousand, the sum raised by taxes for the support of schools, in each of the years 1836 and 1837, was \$800 only; and the school-house in their central district, was mainly valuable, as showing how school-houses should not be built. During the last year, the sum raised by taxes, in the town was increased to \$1,700, and the central district, (which has been incorporated as a separate school district,) has provided itself with a large and beautiful house, at an expense of \$3,300, and has established an annual school therein.

Roxbury was one of the towns required by law to keep a town school; but since the year 1826, when the present provision of the law in regard to town-schools was enacted, it has belonged to that large class of towns which have non-complied with the requisition. The largest sum, as it appears by the abstracts, heretofore raised in that town, is five thousand dollars. This year the town has raised the sum of \$14,500 and has established the town school required by law, and voted to its teacher one of the most liberal salaries given in the State.

In Phillipston, in Worcester county, five new and commodious school-houses have been erected.

The town of Chatham, in Barnstable county, raised last March, \$4000 for the improvement of their school-houses only.

The city of Boston is erecting twelve large and elegant school-rooms this season. One house alone will cost, by estimate, twenty thousand dollars, and is intended to be constructed throughout on the most improved plan.

Taking all the constituents of a good school-house into the account, decidedly the best I have yet seen in the State, is one erected during the last year in the upper district of the town of Chelsea.

[For description, see page 179 of this Journal.]

SCHOOL HOUSES AND OTHER PUBLIC EDIFICES.

By what I have learned from authentic sources, and have seen in three annual circuits through all parts of the Commonwealth, respecting its three thousand school-houses, I am convinced that there is no other class of buildings within our limits, erected either for the permanent or the temporary residence of our native population, so inconvenient, so uncomfortable, so dangerous to health by their construction within, or so unsightly and repulsive in their appearance without. Every other class of edifices whether public or private, has felt the hand of reform. Churches, court-houses, even jails and prisons, are rebuilt or remodelled, great regard being paid, in most cases, to ornament, and in all cases, to health, to personal convenience and accom-

modation. But the school-house, which leads directly towards the church, or rather may be considered as its vestibule, and which furnishes to the vast majority of our children the only public means they will ever enjoy, for qualifying themselves to profit by its counsels, its promises, its warnings, its consolations; the school-house, which leads directly from the court-house, from the jail and from the prison, and is, for the mass of our children, the great preventive and safe-guard against being called or forced into them as litigants or as criminals;—this class of buildings, all over the State, stand in afflicting contrast with all the others. The court-houses, which are planned and erected under the advice and control of the county authorities, and of the leading men in the county, for themselves, and in which they spend but a few terms in the year, and the meeting-houses, where the parents spend but a few hours in a week, are provided with costly embellishments, and with every appurtenance that can gratify taste or subserve comfort; but the houses where the children, in the most susceptible period of their lives, spend from thirty to forty hours in a week, seem to be deserted by all public care, and abandoned to cheerlessness and dilapidation. I do not think there are more than a hundred of the three thousand school-houses in the State, erected in a style at all superior, even if equal to that of the very poorest public buildings of any other kind, in the very poorest and most sparsely populated portions of the Commonwealth. Leaving the city of Boston out of the account, it would be easy to select a hundred churches, which the parents have built for themselves, worth all the three thousand school-houses collectively, which they have built for the children. At the rate of one hundred a year, it will take more than a quarter of a century to renovate them all. Of many of them, however, it may be predicted with certainty, that, however long they may be able to endure the weight of public opinion, their own weight they cannot long sustain.

CHILDREN IN MANUFACTURING ESTABLISHMENTS.

The law "for the better instruction of youth, employed in manufacturing establishments," was enacted in April, 1836, and was to take effect on the first day of April, 1837. The substance of its provisions, is, that no owner, agent, or superintendent of any manufacturing establishment, shall employ any child, under the age of fifteen years, to labor in such establishment, unless such child shall have attended some public or private day school, where instruction is given by a legally qualified teacher, at least three months of the twelve months next preceeding any and every year, in which such child shall be so employed. The penalty for each violation, is fifty dollars. The law has now been in operation sufficiently long to make manifest the intentions of those to whom its provisions apply, and whether those humane provisions are likely to be observed or defeated. From the information obtained, I feel fully authorized to say, that, in the great majority of cases, the law is obeyed. But it is my painful duty, also, to say, that, in some places, it has been uniformly and systematically disregarded. The law is best observed in the largest manufacturing places. In several of the more extensive manufacturing villages and districts, all practicable measures are taken to prevent a single instance of violation. Some establishments have conducted most generously towards the schools; and in one case, (at Waltham,) a corporation, besides paying its proportion of taxes for the support of the public schools in the town, has gratuitously erected three school-houses, the last in 1837, a neat, handsome, modern stone building, two stories in height, and maintained schools therein at a charge in the whole, upon the corporate funds, of a principal sum of more than seven thousand dollars. It would be improper for me here, to be more particular than to say, that these generous acts have been done by the "Boston Manufacturing Company," though all will regret that the identity of the individual members who have performed these praiseworthy deeds, should be lost in the generality of the corporate name.

It is obvious, that the consent of two parties is necessary to the infraction of this law, and to the infliction of this highest species of injustice upon the children whom it was designed to protect. Not only must the employer pursue a course of action by which the godlike powers and capacities of the human soul are wrought into thorough made products of ignorance, and misery and vice, with as much certainty and celerity as his raw materials of wool or cotton are wrought into fabrics for the market, by his own machinery; but the parent also, must be willing to convert the holy relation of parent and child into the unholy one of master and slave, and to sell his child into ransomless bondage, for the pittance of money he can earn. Yet, strange to say, there are many parents, not only of our immigrant, but of our native population, so lost to the sacred nature of the relation they sustain towards the children whom they have brought into all the solemn realities of existence, that they go from town to town, seeking opportunities to consign them to unbroken bodily toil, although it involves the deprivation of all the means of intellectual and moral growth; thus pandering to their own vicious appetites, by adopting the most efficient measures to make their offspring as vicious as themselves.

If, therefore, we would not have, in any subsequent time, a population like that of the immense city of Manchester, where great numbers of the laboring population live in the filthiest streets, and mostly in houses which are framed back to back, so that in no case is there any yard behind them, but all ingress and egress, for all purposes, is between the front side of the house and the public street,—if we would

not have such a population, we must not only have preventive laws, but we must see that no cupidity, no contempt of the public welfare for the sake of private gain, is allowed openly to violate or clandestinely to evade them. It would, indeed, be most lamentable and self-contradictory, if, with all our institutions devised and prepared on the hypothesis of common intelligence and virtue, we should rear a class of children, to be set apart, and, as it were, dedicated to ignorance and vice.

ULTIMATE CONSEQUENCE OF NEGLECTING THE EDUCATION OF CHILDREN IN FACTORIES, &C.

It is obvious that children of ten, twelve, or fourteen years of age, may be steadily worked in our manufactories, without any schooling, and that this cruel deprivation may be persevered in for six, eight or ten years, and yet during all this period, no very alarming outbreak shall occur to rouse the public mind from its guilty slumber. The children are in their years of minority, and they have no control over their own time, or their own actions. The bell is to them what the water-wheel and the main shaft, are to the machinery which they superintend. The wheel revolves, and the machinery must go; the bell rings, and the children must assemble. In their hours of work, they are under the police of the establishment; at other times, they are under the police of the neighborhood. Hence, this state of things may continue for years, and the peace of the neighborhood remain undisturbed except perhaps by a few nocturnal or sabbath-day depredations. The ordinary movements of society may go on without any shocks or collisions, as in the human system a disease may work at the vitals, and gain a fatal ascendant there, before it manifests itself on the surface. But the punishment for such an offence will not be remitted, because its infliction is postponed. The retribution, indeed, is not postponed; it only awaits the full completion of the offence; for this is a crime of such magnitude, that it requires years for the criminal to perpetrate it in, and to finish it off thoroughly, in all its parts. But when the children pass from the condition of restraint to that of freedom, from years of enforced but impatient servitude to that independence for which they have secretly pined, and to which they have looked forward, not merely as the period of emancipation, but of long delayed indulgence; when they become strong in the passions and propensities that grow up spontaneously, but are weak in the moral powers that control them, and blind in the intellect which foresees their tendencies; when, according to the course of our political institutions, they go, by one bound, from the political nothingness of a child, to the political sovereignty of a man,—then, for that people who so cruelly neglected and injured them, there will assuredly come a day of retribution. It scarcely need be added, that if the wants of the spiritual nature of a child, in the successive stages of its growth, are duly supplied, then a regularity in manual employment, is converted from a servitude into a useful habit of diligence, and the child grows up in a daily perception of the wonder-working power of industry, and in the daily realization of the trophies of victorious labor. A majority of the most useful men who have ever lived, were formed under the happy necessity of mingling bodily with mental exertion.

PUBLIC LIBRARIES.

As the tastes and habits of the future men and women in regard to reading, will be only an enlargement and expansion of the tastes and habits of the present children, it seemed to me one of the most desirable of all facts, to learn as far as practicable, under what general influences, those tastes and habits are now, daily, forming. For who can think, without emotion, and who can remain inactive under the conviction, that every day which now passes, is, by the immutable law of cause and effect, predestinating the condition of the community, twenty, thirty, or forty years hence; that the web of their character and fortunes is now going through the loom, to come out of it, at that time, of worthy or of worthless quality, beautified with colors and shapes of excellence, or deformed by hideousness, just according to the kind of the woof which we are daily weaving into its texture? Every book, which a child reads with intelligence, is like a cast of a weaver's shuttle, adding another thread to the indestructible web of existence.

In the general want of private libraries, therefore, I have endeavored to learn what number of public libraries exist; how many volumes they contain, and what are their general character, scope and tendency; how many persons have access to them, or,—which is the most material point,—how many persons do not have access to them;—and finally, how many of the books are adapted to prepare children to be free citizens and men, fathers and mothers, even in the most limited signification of those vastly comprehensive words. It seemed to me, therefore, that nothing could have greater interest or significance, than an inventory of the means of knowledge, and the encouragements to self-education possessed by the present and the rising generation.

Aggregate of Social Libraries in the State,	299
No. of vols.	180,028
Estimated value,	\$191,538.00
No. of proprietors, or persons having access in their own right,	25,705

No. of towns not heard from,	16
Total population not heard from,	20,966

In addition to the above, there are, in the State, from ten to fifteen town libraries, that is, libraries to which all the citizens of the town have a right of access. They contain in the aggregate, from three to four thousand volumes, and their estimated value is about fourteen hundred dollars.

There are also, about fifty district school libraries, containing about ten thousand volumes, worth by estimation, about thirty-two or thirty-three hundred dollars.

The "Coffin School," (incorporated) at Nantucket, has a library of fourteen hundred volumes. A few of the academies have small libraries, but I have not been able to ascertain the number of volumes, or their value.

There are also a few Circulating Libraries in different parts of the State;—probably the number out of the city of Boston, does not exceed twenty.

From these results, it appears, that the books belonging to the public Social Libraries in the city of Boston, constitute almost one half of all the books in the Social Libraries of the State; and yet, but about one-tenth part of the population of the city, has a right of access to them. If we include the Circulating Libraries, much more than one-half of all the volumes in this class of Libraries, is in the city.

If we suppose, that each proprietor or share holder, in the Social Libraries, represents, on an average, four persons, (and this, considering the number of share holders, who are not heads of families, is, probably a full allowance,) the population, represented by them, as having access to all the Social Libraries in the State, will be a small fraction over one hundred thousand; leaving a population of more than six hundred thousand, who have no such right of access.

To come as near to exactness as practicable, it ought to be added, that, in a few instances, very small libraries have been referred to in the returns, the particulars respecting which, my informants thought it not worth while to ascertain; and, also, that in a very few cases, the number of volumes, their value, and the number of proprietors, have been omitted in the returns. Probably, six per cent., added to the above returns, would be an ample allowance for all these omissions. On the other hand, it is to be observed, that, in many cases, the number of books has been taken from the catalogues of the Libraries, without any deduction for missing volumes; and that the same individual has in some instances, a right in two or more libraries, and, therefore, has been counted, twice or more, as a proprietor.

The number of volumes composing the libraries of the principal public, literary and scientific institutions in the State, is as follows:

Harvard University, including the students' libraries, contains a little more than fifty thousand volumes.

The Library of Williams College contains four thousand volumes, and that of the "Adelphic Union," a society connected with the college, eighteen hundred volumes,—total, five thousand eight hundred volumes.

The college and society Libraries at Amherst College, contain thirteen thousand volumes.

The several libraries connected with the different departments of the Institution at Andover, contain but little less than twenty thousand volumes.

The American Antiquarian Society at Worcester has a library of more than twelve thousand volumes. It has fifteen thousand separate tracts, bound up in one thousand and thirty-five volumes, and it has also one thousand two hundred and fifty-one volumes of newspapers.

Thus, omitting the Circulating Libraries, it appears that the aggregate of volumes in the public libraries of all kinds, in the State, is about three hundred thousand. This is also exclusive of the Sabbath School Libraries, which will be adverted to hereafter. To these three hundred thousand volumes, but little more than one hundred thousand persons, or one-seventh part of the population of the State, have any right of access, while more than six hundred thousand have no right therein.

Of the towns heard from, there are one hundred, (almost one-third of the whole number in the State,) which have neither a town, social, nor district school library therein. What strikes us with amazement, in looking at these facts, is, the inequality with which the means of knowledge are spread over the surface of the State;—a few, deep, capacious reservoirs, surrounded by broad wastes. It has long been a common remark, that many persons read too much; but here we have proof, how many thousands read too little. For the poor man and the laboring man, the art of printing seems hardly yet to have been discovered.

With an aggregate then, of about one hundred and eighty thousand volumes, in all the Town and Social Libraries in the State, (or only one hundred thousand out of the city of Boston,) to which only one hundred thousand persons have a right of access;—or, (which is the important point,) to which more than six hundred thousand persons have no right of access;—with a proportion of at least nineteen twentieths of these volumes, confessedly ill adapted to the wants of children; with but about fifty school libraries; with the fact, that, from the very conditions of their existence, our people must obtain their information, mainly, from reading, or must live and die in ignorance;—the great

question arises, whether any further means are necessary to promote the intelligence and encourage the self-culture of the rising generation. On this topic, I wish to submit a few considerations.

Libraries have been less frequently founded within the last twenty years, than for the twenty years before; so that there are very few collections of which the basis consists of the better modern works. Though reading has increased within the period, first named, it has been more desultory than it formerly was.

Such libraries as do exist, are, almost without exception, located in the centre of the town, and several miles from the remotest inhabitants, so that the inconvenience of going for a book, often decides the question in favor of idleness, or of some useless sport, without one;—when, could a book be procured in a half an hour or an hour, to be read during the residue of an afternoon or an evening, it would not fail to be done. Such fragments of time may seem small, and, individually considered, they are so,—but, in the course of fifteen or twenty years, they amount to months, perhaps, to years;—or rather they amount to the whole difference between a richly-furnished, and a poverty-stricken mind.

Most of the Social Libraries are encumbered with an admission fee or annual tax, which prevents many people from owning a share in them; and it furnishes the strongest ground of exclusion to the poorest people, who have most need of their benefits.

MECHANICS' INSTITUTES, LYCEUMS, &c.

A class of institutions has lately sprung up in this state, universally known by the name of Lyceums, or Mechanics' Institutes, before some of which, courses of popular lectures, on literary or scientific subjects are annually delivered, while others possess libraries and reading rooms, and in a very few cases, both these objects are combined. These institutions have the same general purpose in view, as public libraries, viz., that of diffusing instructive and entertaining knowledge, and of exciting a curiosity to acquire it; though they are greatly inferior to libraries, in point of efficiency. As the proportion of young persons, who attend these lectures, and frequent these reading rooms, compared with the whole number of attendants, is much greater than the proportion they bear to the whole people, the institutions may justly be regarded as one of the means now in operation for enlightening the youth of the State. At any rate, an inventory of the means of general intelligence, which did not include these institutions, would justly be regarded as incomplete.

No. of Mechanics' Institutes,	8
No. of Members,	1,439
No. of Lyceums, &c.	137
Average No. of Attendants,	32,698
Expenses for Lectures, including incidental,	\$21,197 00

In addition to the above, there are many societies existing in the State, under the names of Lyceums, Debating Clubs, Ciceroian Associations, &c., whose members are aiming at self-improvement, by debating, declamation, reading, composition, &c. &c. Before these, lectures are sometimes, though rarely, delivered. When I have been led to suppose, that the number of lectures has not been as many as five or six for the year, I have not included them in the computation. Owing to occasional vagueness or uncertainty in the answers, I may sometimes have been led into a mistake; but it is believed that the above result approximates very nearly to the truth. In most country towns, little account is made of incidental expenses. They consist mainly of fuel and lights, which are often contributed by the attendants.

Occasional lectures, or short courses, on the subjects of Peace, Temperance, Abolition, &c., have in no case been included in the above list.

The professed object of these lectures is the instruction or amusement of persons, who already possess a considerable fund of information, and some maturity of mind. The lecturers seldom deal with rudiments, but suppose their hearers to possess a knowledge of these already. They explain, more in detail, some subject with which the audience is presumed to have a general acquaintance; they elucidate some obscure point in history; or sketch an outline character of some celebrated man; or present a bird's eye view of some particular age or people. Occasionally, the lectures are grave and didactic discussions of an important point in philosophy or morals. Some persons attend these lectures in the true spirit of philosophical inquiry; others resort to them as places of amusement for a leisure hour; some attend them in order to dignify a life of idleness with a seeming mental occupation, and others again attend them, as they would attend a theatre, or other assembly, where the supposed refinement of the company, and not the instructiveness of the occasion, constitutes the attraction. From the nature and object of these institutions, therefore, and from the expectations of those by whom they are sustained, it is obvious that they are neither designed nor adapted for juvenile improvement. To those who are about to cross the loosely defined line, which separates youth from manhood, these lectures may, to some extent, be interesting and useful. But, however useful they may be, they can never be a substitute for books, even for the youth, and in no respect can they be so, for children. Even as it regards adults, it is very clear, that without collateral reading and inquiry, out of the lecture room, they can obtain only very partial and fragmentary, instead of thorough and me-

thodical knowledge on any subject; and they will be in no little danger of acquiring superficial instead of sound views, and of amassing facts merely, instead of penetrating to principles. It is because of this tendency to superficiality,—to make men mistake a few ideas for a system of truth, and twilight for sunshine, that the whole scheme of popular lectures encounters strong opposition from some intelligent men. Their hostility, however, seems too indiscriminate. Although thoroughness and depth of knowledge always possess an immeasurable superiority over mere sketches or outline views; yet on subjects aside and apart from our immediate employment or profession, the most learned not only may, but must be content with general notions and a passing acquaintance. It is with the different branches of knowledge, as with the different individuals in society; we must know thoroughly those with whom we have daily dealings and intercourse, while a power of ready recognition is sufficient for the rest. It is only when the knowledge pertains to our immediate business or avocation, whatever that may be, that dim and floating notions become, not simply useless, but ruinous. Those who object to enlightening the mass of the people in all ways and to any extent, because they must finally stop short of accomplishment and mastership in their attainments, would do well to reflect upon the amount of things which the most learned man upon earth knows, compared with those of which he is ignorant. With regard to many of the laws and operations of nature going on immediately around us, the keenest vision has not yet penetrated film deep. All knowledge, even the least, of the constitution of things, or of the course of nature, is good and valuable, as far as it extends, provided only that the possessor knows how little way it does extend.

But it seems undeniable, that the Lyceum class of institutions confers benefits, both of a positive and negative character. They win both adults and youth from places where time would otherwise be misspent or worse than misspent. They originate acquaintances between persons who would otherwise remain ignorant of each other, and thus they cultivate social feelings, prevent prejudices from springing up in the mind, and often detach prejudices from it. They supply better topics, and elevate the tone of conversation, and thereby expel from the domestic and the social circle vast quantities of censoriousness, obloquy and sarcasm against neighbors and townsmen, which, though not legally slanderous, and therefore not subject to legal animadversion, are yet only one grade below technical slander, and make abundant amends in quantity for any deficiency in degree. It has been often repeated by numerous and accurate observers, that, in the city of Boston, the general topics of conversation, and the mode of treating them, have been decidedly improved since what may be called the reign of Popular Lectures.

From the point of view, then, whence I consider them, this kind of institutions possesses great importance; for, although the children are now incapable of deriving much direct benefit from it, yet every passing year is carrying thousands of them within the sphere of its helpful influences.

SUNDAY SCHOOL LIBRARIES.

The sincere and anxious concern, which has been manifested for the religious education of our children, and the money and time expended for that purpose, in one department of labor, are to be mentioned as the highest eulogium upon the people of the state. The manifestations of this desire are every where to be seen. It has not stopped with words, but has proceeded to deeds. In this Commonwealth, in which the number of churches is larger, in proportion to the population, than in any other State or country, in the world, there are, comparatively, but few religious societies, which have not gathered a Sabbath School, and procured a Sabbath School Library for it. The number of volumes in the Sabbath School Libraries, of one denomination alone, is more than one hundred thousand,—and of another denomination, about fifty thousand. It has been estimated by good judges, that the number of volumes of Sabbath School books, sold in the State and for the use of the children in the State, during the last twelve months, is, about one hundred and fifty thousand. The direct aim of the mass of these books, is to inculcate doctrinal knowledge, and to awaken a spirit of piety in the minds of the young.

The fact of the existence of so many Sabbath School Libraries, adds another to the reasons for having libraries on other subjects; so that the religious feeling, when inspired, may find collateral and subsidiary arguments in the religious aspects of science, and be supplied with new evidence and illustrations, from every object on which the eye can rest in the amplitude of nature. No one, for instance, can ever appreciate the argument of the celebrated work of Bishop Butler, who knows nothing of the course of human events, or of the laws which govern the external world. Besides, there is no doubt that, out of a wide variety of subjects, some one would excite a taste for reading in many young minds, which might afterwards be turned to the reading of serious books, when, without some such propitious influence, it would be almost hopeless to attempt its formation.

DISTRICT LIBRARIES.

Of the blessings that would flow from establishing libraries, in places convenient and central for all the children in the State, to radiate light and warmth upon all their intellects and all their hearts, no ade-

quate conception can be formed by any finite mind. Years of time,—and if we look at all the tens of thousands of children in the State, the aggregate will amount to centuries,—would be redeemed from sloth, from a waste of the all-precious hours of youth, in volatile amusements, in the gratification of appetite, or in fashionable dissipation;—a devotion to which is never found in conjunction with habits of reflection, with usefulness, with sound practical views on the most important subjects of life,—for the laws of nature have disjoined them, and placed them in opposition to each other, as the East is to the West. Although in education, the harvest necessarily comes long after seed-time, yet there are few parents now living, who would not see its promise and taste its fruits.

For the purpose of carrying out a plan of improvement, co-extensive with the wants of the community, and with the limits of the State, no system can be devised at all comparable with the existing arrangement of school districts. Here are corporate bodies, known to the law, already organized and in operation. The school houses are central points of minute subdivisions of territory, which, in the aggregate, embrace every inch of ground in the State. There are but few districts in the State, which comprise more than a space of two miles square. On an average, they include less than that extent of territory. Here, then, are central points, at convenient distances, distributed with great uniformity all over the Commonwealth,—each one with a little group of children,—the hope and treasure of the State,—dependent upon it for all the means of public instruction, they are ever to enjoy. And these points though now emitting so dim and feeble a light, may be made luminous and radiant, dispelling the darkness and filling the land with a glory, infinitely above regal splendor. Could the children, who are so widely scattered over the surface of the State, laboring, even in their tender years, upon its hills and by its water-falls,—could they assemble, and present themselves before their rulers, and be, for a moment endued with a vision of their coming fortunes, and speak of the life of toil to which most of them have been born, of their poverty in the means of self-cultivation, or, what is worse than poverty,—of their indifference to it; could they proclaim, that every passing day is uttering the irreversible oracles of their fate, who could resist the appeal? And can the thought of such an appeal penetrate the heart, with less electric swiftness, because they cannot make it!

Were any mode to be now devised or discovered, by which the soil of the State could be made to yield four-fold its present harvests, with no additional labor or expense; or, by which, in some new mode of applying water or steam power, a given expenditure of time and money would return quadruple products in value or in quantity,—could there be found a dissenting voice, against its immediate adoption? Yet, who will venture to say, that one fourth, or even one fortieth part of the mental and moral energies of our children is now put forth and expended in the wisest direction, or for the highest objects? Were the earth beneath us found to be a rich magazine of mineral treasures, how speedily would the spirit of enterprise invest its capital and ply its engine, in bringing those treasures, to light, and in appropriating them to their respective uses? Why a more contented wastefulness of moral resources, than of mineral wealth? Were there wide tracts of the richest soils in the State unreclaimed, how soon would the hand of skillful husbandry enter and till them, and make them teem with luxuriant harvests! Yet, in the obscurest corners of the land, along the by-ways, and under the humblest roofs, there is buried talent, and the suppressed power of extended and godlike benevolence. Could a library, containing popular, intelligible elucidations of the great subjects of art, of science, of duty, be carried home to all the children in the Commonwealth, it would be a magnet to reveal the varied elements of excellence, now hidden in their souls.

From all I have heard and learned, I believe, that the legislature can do no one thing, which shall be so acceptable to the friends of Common School education in Massachusetts, as to devise some plan by which a school library shall be placed in every district school in the State. By the accomplishment of an object so permanently useful, they will win not only a sincere but a lasting gratitude.

NECESSARY UNION OF INTELLECT AND MANUAL LABOR IN MASSACHUSETTS.

With a rugged and unproductive soil, Massachusetts is also by far the most densely populated State in the union. Hence, for the temporal and material prosperity of her people—for their subsistence even—they are obliged to form an alliance with the great agencies of nature, as auxiliaries in their labor. But nature bestows her mighty forces of wind, and water, and steam, only upon those who seek them through intelligence and skill. The same circumstances, therefore, which seems to have marked out this State as a place of great mechanical, manufacturing and commercial industry, draw after them the necessity of such a wide range of knowledge, as, though always valuable, would not otherwise be so indispensable. To fit the people for prosecuting these various branches of business with success—or even to rescue them from making shipwreck of their fortunes—they must become acquainted with those mechanical laws that pervade the material world. They must become intelligent machinists, millwrights, shipwrights, engineers—not craftsmen merely, but men who understand the principles upon which their work proceeds; so that, by the skillful

preparation and adjustment of machinery, the sleepless and gigantic forces of nature, may perform their tasks. They must know the nature and action of the elements. They must know the properties of the bodies used in their respective branches of business, and the processes by which rude materials can most cheaply be converted into polished fabrics. They must know the countries whence foreign products are imported, whether domestic products are exported, the course of trade, the laws of demand and supply, what articles depend on the permanent wants of mankind, and therefore will always be in demand; and what depend upon caprice and fashion, and therefore are certain to be discarded soon, for the very reason that they are now in vogue. Now, all these lead out, by imperceptible steps, into mechanical philosophy, the applications of science, to the useful arts, civil geography, navigation, commerce, political economy, and the relations which nations bear to each other. Although an individual might learn to perform a task or execute an agency in one of these departments, empirically, that is, by a knowledge of the modes of proceeding, but in ignorance of the principals on which the process depends, yet such individuals never originate improvements or inventions. Like the Chinese, the end of a hundred years, or of a hundred generations, finds them in the spot they occupied at the beginning.

Of those engaged in agriculture,—an interest, intrinsically important and elevated—it may be said, that just in proportion as the soils they cultivate, are more sterile, should the minds of the cultivator, be more fertile; for, in a series of years, the quantity of the harvests depends quite as much upon the knowledge and skill of the cultivator, as upon the richness of the soil he tills. Take the year round, and the farmer has as many leisure hours as any class of men; and he has this advantage over many others, that his common round of occupations does not engross all his powers of thought, so that, were his mind previously supplied with a fund of facts, he might be meditating as he works, and growing wiser and richer together.

In fine, there is not, and the constitution of things has made it impossible that there should be, any occupation or employment whatever, where an extended knowledge of its principles, or of its kindred departments, would not improve products, abridge processes, diminish costs, and impart dignity to the pursuit.

SMALL DISTRICTS SHOULD BE ASSISTED IN PROCURING SCHOOL LIBRARIES.

Many of the districts are small and without some assistance, they may not, for a long time, perhaps never, obtain a library by their own means. When we consider, that the average number of all the scholars, in all the public schools, is less than fifty for each; and, also, how many large schools there are in Boston and other cities, and in the central districts of large towns, we shall at once perceive how many small schools there must be. In the majority of instances, the small schools are in the exterior districts of the towns. They draw but little money, because of the small number of scholars which they contain. Hence, they have short schools, and seldom give large compensation to teachers. The fact, that the schools are small, proves that the lands of the district are not very fertile, and also, that it is not a place of much trade or business. Otherwise, the population would be denser and the schools larger. Their means, therefore cannot be very abundant; and hence, the necessity for assistance. There is another consideration which must have great weight with all, who desire as far as is practicable, to furnish equivalents for natural disadvantages. The project of libraries for schools, has lately been so much discussed, and has found such general favor with the public, that rich and populous school districts will not long remain without them. This class of large and wealthy districts have much the largest schools; they are able to offer more liberal compensation to teachers, and if, in addition to these advantages, they possess libraries also, while the districts less favorably circumstanced in point of wealth and population, are destitute of them, the inequality of condition and privileges already existing, will be still farther increased. Every well wisher of his kind will more cordially co-operate in measures which bring forward those who are in the rear, than with measures which carry still farther onward those already in advance. Poverty ought never to be a bar against the attainment of that degree of knowledge, which is necessary for the intelligent performance of every duty in life.

COLLEGES AND COMMON SCHOOLS.

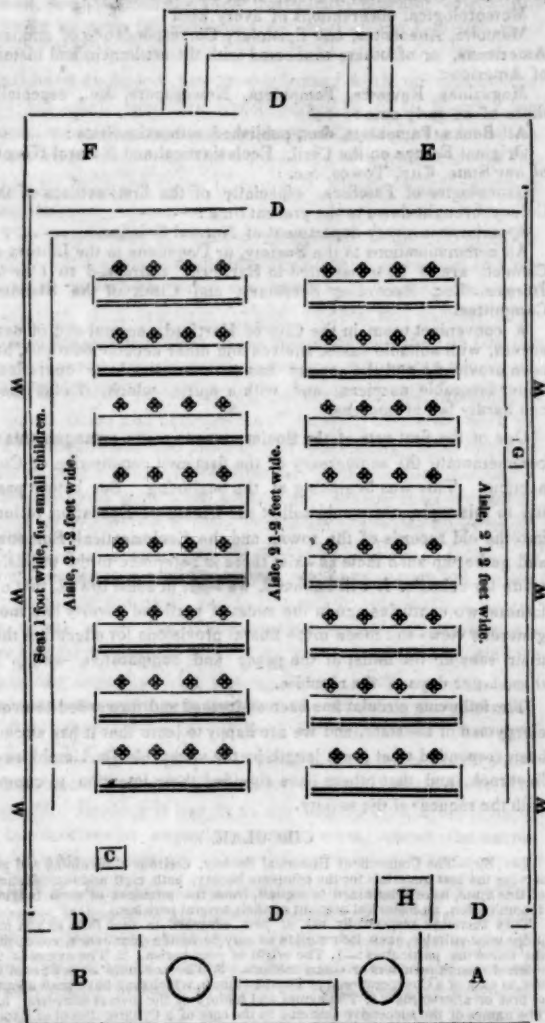
After the munificent endowment by the State of two of its colleges, and many of its academies, it is thought that the time has arrived, when something should be done for the broader, institution of the schools. Whatever claims may be made by the friends of colleges and academies in their behalf, they cannot deny that the Common School is still more important, because on this basis, the welfare of the whole people more immediately rests. When the State endowed its first university, and visited it, from time to time, for almost two centuries, with substantial proofs of its liberality, it surely did not mean to establish a law of primogeniture in its favor, and to disinherit the younger members of the family, that is, the Common Schools. It is expected, too, by the friends of the schools throughout the State, that those, who have received the benefits and enjoyed the honors of a university education,—which is claimed to exert a harmonizing and liber-

alizing effect upon the mind and character, will not themselves refute the claim, by a want of liberality towards the only institutions, where the masses can be benefited.

SCHOOL HOUSES.

We are happy in being able to present our readers with some improved specimens of school house architecture. In our next we shall give a front view, and ground plan, of a new school house in Montpelier, Vt.

PLAN OF PRIMARY SCHOOL HOUSE, WHITING STREET, NEW HAVEN.



EXPLANATION.

A. Closet for Library—B. Closet for keeping the stove in summer, and other articles—C. Stove—D. Doors—E. Recitation room—F. Room for fuel—G. Flue for chimney—H. Teacher's desk—W. Windows.

The building is of brick, 24 by 42 feet on the ground, and 20½ feet high from the ground to the eaves, including 2½ feet underpinning. The recess on the front end is 4 feet deep. The columns are 2 feet 5 inches in diameter at the base and are fluted. The roof is tinued with common tin, and well painted. The school room is 30½ feet by 21 feet 8 inches in the clear, and 14 feet high. Diameter of the ventilator at the top of the room is 6½ feet; the windows are raised by a cord and weights, hanging down within reach of the teacher. The sides of the room are ceiled all round with narrow boards, running perpendicular as high as the bottom of the windows, which are 3 feet 7 inches from the floor. In the ceiling are eight small recesses, 16 inches by 8 and 4 inches deep for books; the re-

mainder of the sides and overhead is plastered. Desks 6 feet 3 inches long, 1 foot wide and from 25 to 27 inches high on the back side, and sloping about 4½ inches, with a shelf underneath 1 foot wide, for books, &c.; four slates to each, which are slid down in a groove the back side of the desk directly in front of each pupil when not wanted for use. Seats are separate, which consist of a small chair from 13 to 14 inches high, made fast to the floor, to each of which there is a back 10½ inches high from the top of the seat. Room in the rear is 5½ feet wide and 7 high, ceiled all round with narrow boards running perpendicular. Above, on each side of the rear door is a gallery the same dimensions as the room below, where the children hang their hats, bonnets, &c. on hooks around on the ceiling. This, and the room below, is lighted by a window over the rear door. The seat for small children, round the sides of the school room, can be dispensed with should the number of pupils not exceed 64. The closets for Library, &c. are 10 feet high, ceiled all round the sides and plastered overhead. The whole building is painted white outside, with the exception of the sides between the pillars at each corner, and the back end, which are the color of the brick. Windows are of 9 by 13 glass, 32 lights each, with outside blinds. The whole cost of the building and fixtures when completed will be about 1600 dollars.

On the first page of this number of the Journal will be found a front and side view of this beautiful school house for which we are indebted to Augustus Lines Esq. The children of New Haven owe this indefatigable school officer a large debt of gratitude, and the city itself in its improved and improving public schools may look to his persevering labors for the chief cause of this improvement. Let her carry out still further her present policy of scattering primary schools wherever they are wanted.

NEW SCHOOL HOUSE, CHELSEA, MASS.

The following notice of this school-house is given in the Mass. Common School Journal, vol. I. p. 122.

It is a spacious and elegant brick building, two stories high. It contains three rooms;—one for a primary school; another for a middle or secondary school, and the third for the larger scholars of the district, who may desire to pursue more advanced studies. This will reduce the number of classes in each department to a very few, and will increase fourfold the power of the teacher, both to instruct and to train the pupils. The lower story is divided into two departments. The upper story is a beautiful room, not far from forty feet square, neat, commodious, attractive. Each of the rooms is not less than fifteen feet in height. There are two excellent rooms for recitation, library, apparatus, &c. The whole is warmed by two furnaces, placed in the large cellar, and the ventilators are sufficiently numerous and cut where they should be, that is, in the lower rooms, next to the ceiling overhead, and in the upper a little way from the walls. There are two entrances, one for each sex. There is a belfry for a bell. The windows are all supplied with green blinds, and curtains are hung on the sunny side of the house. The desks are covered with green baize, and if any young, whittling yankee should attempt to cut them, they would look his jack-knife out of countenance. The seats are in the form of chairs. The backs, however, do not conform to the rule given by Dr. Woodward, that "all seats should have backs high enough to reach the shoulder-blades. Low backs," he says, "although far better than none, are far less easy and useful than high ones, and will not prevent pain and uneasiness after sitting a considerable time." The distance between the seats is so ample as to supersede that contest, which is carried on in so many school-rooms, against the law in physics, that two bodies shall not occupy the same space at the same time. It is no exaggeration to say, that either the garret or the cellar of this house is a far better place to keep school in, than hundreds of school houses in the State.

But the best part of this account remains to be given. The district is entirely rural. The inhabitants have not the transferable capital nor the ready money of a commercial or a manufacturing community. The whole population is but seven or eight hundred. Yet they have expended upon this beautiful edifice between nine and ten thousand dollars. No doubt there are those, who will pronounce this to be profusion and extravagance.—There are those who hold all expenditures of money to be wastefulness, if they do not breed money again. There are those who refuse to pay the small fees, which are necessary in order to open to their children the gates of those broad avenues, which lead to respectability, usefulness, and honor, and who think they shall repair the mighty wrong to those children, if they leave them a few more dollars or more acres, in their last will and testament. Let such be told, in the language of Burke, that "parsimony is not economy." Expense, and great expense, may be an essential part in true economy.—"Economy is a distributive virtue, and consists not in saving, but in selection. Parsimony requires no providence, no sagacity, no powers of combination, no comparison, no judgment. Mere instinct, and that not an instinct of the noblest kind, may produce this false economy in perfection. The other economy has larger views."—No state, since the foundation of society, has been impoverished by that species of profusion.

We are unable to bestow any adequate encomium upon this act of well-judged liberality. It is signalized by the highest characteristic of public-spiritedness,—that which looks to the welfare of posterity.

COLONY



OF CONNECTICUT, 1673.*

STATE



OF CONNECTICUT, 1838.†

* This is a fac-simile of the armorial bearings of Connecticut, on the title page of the first edition of the laws of the colony, printed by S. Green, Cambridge, 1673. On a commission of Gov. Law, in 1743, the seal of the colony has but three vines, with the hand.

† This is a copy of the impression in the title page of the last edition of the Statutes, published by J. L. Boswell, Hartford, 1838.

CONNECTICUT HISTORICAL SOCIETY.

The State Lyceum at its late meeting at Middletown, adopted the following resolutions:—

"Resolved, that it be earnestly recommended to all the county and local Lyceums in this State, to collect and transmit to the Connecticut Historical Society, any thing relating to the civil, political or ecclesiastical history of the various towns, parishes and school societies, together with such remarkable events as can be well authenticated." We are very anxious that this resolution should be acted upon, not only by Lyceums and other local associations, but by individuals who put any interest in the glory and well being of our State. We take this occasion therefore to refer to the subject.

The Connecticut Historical Society, was incorporated at the session of the General Assembly, in 1825, for the purpose of discovering, procuring and preserving matter relative to the civil, ecclesiastical and natural history of this State and the United States. The Society was organized under the charter, with Judge Trumbull, author of *McFingal*, as President, and Dr. Thomas Robbins as corresponding secretary. The removal of these gentlemen from the State and other causes, suspended the operations of the Society until 1839, when its charter was revived and the Society re-organized under it, with the following officers.

THOMAS DAY, President. Prof. James L. Kingsley, Rev. David D. Field, Vice Presidents. Henry Barnard 2d, Corresponding Secretary. Charles Hosmer, Recording do. Charles Davies, Nathan Johnson, Samuel H. Huntington, Erastus Smith, Rev. George Burgess, John P. Brace, E. Champion Bacon, Standing Committee.

The Society have issued a pamphlet, including its charter and bye laws, an address to the public setting forth the objects of the society, and inviting a general co-operation in the work of "discovering, collecting and preserving the materials of the history of our State and country." We subjoin the following.

For the accomplishment of its views the society relies not only upon the exertions of its own members, but confidently appeals to our citizens generally for their encouragement and assistance. Let it be borne in mind, that the members are to derive no private advantage from the operations of the society, but that the benefits resulting therefrom are exclusively of a public nature.

In the following list, the principal sources of the information sought by the society, are enumerated. Any of the articles therein specified will be gratefully received and carefully preserved, subject to be withdrawn, if required, at any time, from the library or cabinet, by the person depositing them:

Manuscripts, Records, Pamphlets, and Books, relative to the History of this State, and of the United States:

Orations, Sermons, Essays, Discourses, Poems and Tracts, written, or delivered, on any public occasion, or in reference to any remarkable character or event; especially, biographical memoirs and anecdotes of distinguished persons in this state, or who have been connected with its settlement or history:

Laws, Journals, Copies of Records, and Proceedings of Congresses Legislatures, General Assemblies, Conventions, Commit-

tees of Safety, Secret Committees, Treaties and Negotiations with Indian Tribes, or with any State or Nation:

Proceedings of Ecclesiastical Conventions or Councils, of all denominations of Christians:

Narratives of Missionaries, Proceedings of Missionary and other Religious Societies:

Accounts of Universities, Colleges, Academies, or Public Schools, their origin, progress and present state:

Catalogues of Libraries; Transactions of Societies for Literary, Scientific, or Political purposes:

Topographical descriptions of Cities, Towns, Counties, &c., with Maps:

Tables of Diseases, Births, Deaths, and population:

Accounts of Exports and imports at various periods, and of the progress of Commerce, Manufactures, and Agriculture:

Meteorological observations of every kind:

Memoirs, Anecdotes, and Epistolary Correspondence of eminent Americans, or of others connected with the settlement and history of America:

Magazines, Reviews, Pamphlets, Newspapers, &c., especially those of an early date:

All Books, Pamphlets, &c., published within the State:

Original Essays on the Civil, Ecclesiastical and Natural History of any State, City, Towns, &c.:

Genealogies of Families, especially of the first settlers of the Colony, brought down to the present time:

Specimens in every department of Natural Science.

All communications to the Society, or Donations to the Library or Cabinet, are to be transmitted to Hartford, addressed to *Charles Hosmer*, Esq. Recording Secretary, and Clerk of the Standing Committee.

A convenient room in the City of Hartford, central and of easy access, with suitable cases, shelves and other accommodations, has been provided; and the society has re-commenced its operations, under favorable auspices, and with a spirit, which, if cherished, can hardly fail of success.

One of the first acts of the Society was to make arrangements to commemorate the anniversary of the first civil constitution of Connecticut. This was beginning at the beginning. But before passing to this topic, we would solicit the friends of Education to look into the old records of the towns and the Ecclesiastical Societies, and gather up such facts as exist there in reference to the provision made for schools. It will be found, we fear, in some towns, that our fathers two centuries ago in the midst of peril and poverty had more generous views and made more liberal provisions for education than their sons in the midst of the peace and comparative wealth of these latter days of the republic.

The following circular has been addressed and forwarded to every clergyman in the state, and we are happy to learn that it has already been responded to at great length by the venerable Dr. Hotchkiss of Saybrook, and that others have signified their intention to comply with the request of the society.

CIRCULAR.

Rev. Sir,—The Connecticut Historical Society, desirous of obtaining and preserving the best materials for the complete history, both civil and ecclesiastical, of this State, have determined to request, from the ministers of each religious denomination, an historical account of their several parishes.

They therefore respectfully ask of you, arranged in such form as you may judge most suitable, such information as may be within your reach, concerning the following particulars:—1. The origin of your parish. 2. The names of the original church members or communicants. 3. The covenant or articles of belief, in case of a Congregational or Baptist church, which may have been adopted at first or afterwards. 4. The names and history of the several ministers. 5. The names of the successive deacons, in the case of a Congregational or Baptist church; and of the Church Wardens, in the case of an Episcopal Church. 6. The erection, dedication or consecration, dimensions, and cost of the several church edifices which may have been built. 7. Any special events of religious or general interest, belonging to the history of the parish, at various periods. 8. The number of communicants or church-members at different intervals. 9. The number of baptisms registered. 10. The number of marriages. 11. The number of funerals. 12. Any other topics, connected with the history of the parish, which may seem to you of importance.

The Society cannot but be confident, that the interest of the clergy in the ecclesiastical history of the State, will secure an amount of information on these subjects, which could not easily be obtained, if at all, from other sources.

You are requested to forward, by a private hand, any documents which you may prepare, to Charles Hosmer, Recording Secretary, at Hartford. They will be deposited with the collections of the Society. Very respectfully,

HENRY BARNARD, 2d., Corresponding Secretary.

CHARLES HOSMER, Recording Secretary.

HARTFORD, Jan. 29, 1840.

An address will be delivered by Noah Webster, LL. D. before the society on Tuesday, the 21st of April; after which, the members of the society, and such citizens as are disposed to join them, will dine together.